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ABSTRACT

The collection of 101 abstracts is designed to aid school guidance counselors in identifying education resource materials to use with special students and to increase school counselors' awareness regarding special students' needs. The first section, titled "Assessment," contains abstracts dealing with diagnosis and identification, and testing special education students. "Attitudes toward the Handicapped" is the second section and it includes materials designed to develop awareness about handicapped students, their uniqueness, and their struggle for acceptance. The "Career/Vocational Education" section has abstracts describing work options, vocational education programs, and career exploration and preparation methods. "Individual and Group Guidance and Counseling" is the topic of the fourth section. A fifth section consists of abstracts describing materials to use when integrating handicapped students into general education classes. A final section, "Parents," contains abstracts on materials about the parent school relationship. Included for each entry are an abstract describing the material along with its strengths, weaknesses, and possible modifications and a materials description form listing title, author, publisher, publication date, price, subject areas covered, target audience, format, grade level, and length. (Author/SB)

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Abstracts

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101 RESOURCES FOR COUNSELORS

-A Guide For Locating Materials

for Special Education Students

Developed for:

Iowa Department of
Public Instruction

by:

Midwest Regional
Resource
Center



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January 1981

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PREFACE

In the past decade, the trend toward educating handicapped students in the least restrictive environment (LRE) with their peers has gained momentum. Separate, self-contained special classes are appropriate for some students, however, the personal and academic needs of most special students will quite likely best be fulfilled through regular academic programs supplemented with support services from administrators, counselors and special educators.

The impact of P.L. 94-142 on schools and students has created a need for resource materials to assist school counselors and teachers as they work to accomplish their educational objectives with special education students. P.L. 94-142's requirements that a team approach be used to write Individualized Education Programs (IEP) has meant that many school counselors have become involved in the process of providing services to special students. As a result, many school counselors have discovered that additional materials, strategies and techniques are needed to serve special education students.

Counselors seeking ideas and resources to use with special students, their parents, and teachers should find this collection of abstracts valuable. The abstracts are compiled with two purposes in mind: 1) to aid school counselors in identifying educational resource materials to use with students, and 2) to increase school counselors' awareness regarding special students' unique needs.

Designed to serve as a starting point for counselors to use to review current resource materials and determine items warranting further investigation, this book was divided into six sections. The first section, titled "Assessment," contains abstracts dealing with diagnosis and identification, and testing special education students. "Attitudes Toward The Handicapped" is the second section, and it includes materials designed to develop awareness about handicapped students, their uniqueness, and their struggle for acceptance. The "Career/Vocational Education Section" has abstracts describing work options, vocational education programs, and career exploration and preparation methods. "Individual and Group Guidance and Counseling" is the topic of the fourth section. The fifth section consists of abstracts describing materials to use when integrating handicapped students into general education classes. The last section, "Parents," includes abstracts on materials about the parent-school relationship.

This collection of abstracts was funded through the Counseling Special Students project sponsored by the Special Needs Section and Guidance Services Section of the Iowa Department of Public Instruction. Technical assistance and development was provided by the Midwest Regional Resource Center.

An additional collection of abstracts for school counselors is planned. As you uncover useful materials, we would greatly appreciate your sharing them with other counselors by contacting: Counseling Special Students, MRRC, Drake University, Des Moines, IA 50311.

An Alphabetized List of Abstracts

Category Code Key:

A = Assessment AT = Attitudes Toward Handicapped C/V = Career/Vocational Education I/G = Individual and Group Guidance and Counseling	IN = Integrating Handicapped Students Into General Education Classes P = Parents
---	--

<u>Code Letters</u>	<u>Title</u>
P	<u>About Handicaps.</u> Sara Bonnett Stein
A	<u>Application of Pupil Assessment Information for the Special Education Teacher.</u> Bill Gearheart, Ernest Willenberg
AT	<u>Accepting Individual Differences.</u> Shirley Cohen
C/V	<u>A Difference Approach.</u> N/A
P	<u>A Family's Guide to: Cerebral Palsy, Cleft Lip and Palate, Down's Syndrome, Epilepsy.</u> Tonia S. Twigger
I/G	<u>Alternative Teaching Strategies-Helping Behaviorally Troubled Children Achieve: A Guide for Teachers and Psychologists.</u> Marshall Swift and George Spivack
A	<u>Assessment in Special Education and Remedial Education.</u> John Salvia and James Ysseldyke
A	<u>Assessment in Special Education and Remedial Education (Instructor's Manual).</u> John Salvia and James Ysseldyke
I/G	<u>Behavioral Disorders: A Manual for Teachers and School Administrators.</u>
I/G	<u>Behavior Disorders: Helping Children with Behavioral Problems.</u> A. Lee Parks
P	<u>Between Parent and School.</u> Murray Kappelman and Paul Ackerman

Code LettersTitle

- P Building Effective Home-School Relationships.
Ira J. Gordon and William F. Breivogel
- C/V Career Education For Children with Learning Disabilities.
Pamela Gillett
- C/V Career Education for Handicapped Children and Youth.
Donn E. Brolin and Charles J. Kokaska
- C/V Career Exploration and Preparation for the Special Needs Learner. L. Allen Phelps and Ronald Lutz
- I/G Caring and Sharing - Becoming a Peer Facilitator.
Robert D. Myrick and Tom Erney
- AT C.J. N/A
- IN Classroom Disturbance: The Principal's Dilemma.
William C. Morse
- P Communicating with Parents of Exceptional Children-
Improving Parent-Teacher Relationships. Roger L. Kroth
- I/G Counseling and Psychology in Elementary Schools. Kenry
Kaczowski and C. H. Patterson
- I/G Counseling High School Students: Special Problems and
Approaches. John Cull and Richard Hardy
- A Creating Awareness of Test Bias: A Training Package.
National Learning Resource Center of Pennsylvania
- A Culturally Appropriate Assessment - A Source Book for
Practitioners. Andrea Carroll, Gabriel Gurski, Kristine
Hindsdale, Karen McIntyre
- IN Developing and Implementing IEPs. Anne P. Turnbull,
Bonnie B. Strickland, John C. Brantley
- A Diagnosing Classroom Learning Environments. Robert Fox,
Margaret Barron Luszki, Richard Schmuck
- P Directions 1 - A Guidebook for Families
Directions 2 - A Workbook for Families
Western Los Angeles Direction Service

Code LettersTitle

IN	<u>Emotionally Handicapped Pupils.</u> North Carolina DPI and Mid-East RRC
P	<u>Establishing the School Parent Relationship in Special Education.</u> Jerry Caster
C/V	<u>Expanding Options for Exceptional Students: A Self-Instructional Manual.</u> Carole M. Johnson
C/V	<u>Expanding Options for Handicapped Persons Receiving Vocational Education.</u> West Virginia Institute of Technology
AT	<u>Feeling Free.</u> Helen Benham
P	<u>For Parents Only...practical advice to parents on special education.</u> MRRC
I/G	<u>Guidance, Counseling, and Support Services for High School Students with Physical Disabilities.</u> June C. Foster
I/G	<u>Guidance Needs of Special Populations.</u> Thelma C. Lennon
AT	<u>Handicapped People in Society.</u> Ruth Ellen Ross and I. Robert Freeland
AT	<u>Hazards of Deafness.</u> Roy K. Holcomb
A.	<u>Identification of Behaviorally Disordered Children and Youth.</u> Judith K. Grosenick
A	<u>Identification of Bias in Testing: A Checklist and Guide.</u> National Learning Resource Center
A	<u>Identification of Emotionally Disabled Pupils and Data and Decision-Making.</u> Iowa DPI, Special Education Division
I/G	<u>Individual and Group Counseling: A Competency-Based Manual for Inservice Training.</u> Stanley Fagan, Leonard Guedalia
P	<u>Inexpensive Books for Parents of Handicapped Children: A Bibliography.</u> Southeast RRC
IN	<u>Iowa Study: Preliminary Report Reintegration of Emotionally Disabled Pupils.</u> Iowa DPI, Special Education Division

Code LettersTitle

C/V	<u>Job Functional Profile.</u> Geoffrey Clark Miller
P	<u>Keeping in Touch with Parents: The Teachers Best Friend.</u> Leatha Ma Bennett and Ferris O. Henson
AT	<u>Kids Come In Special Flavors.</u> Pat Cashdollar and Joan Martin
P	<u>Let Our Children Go: An Organizing Manual for Advocates and Parents.</u> Douglas Biklen
C/V	<u>Life Centered Career Education: A Competency Based Approach.</u> Donn E. Brolin
I/G	<u>Mainstreaming: Answers to your Classroom Management Problems.</u> Clara Lockridge
C/V	<u>Mainstreaming Guide for Vocational Educators Teaching the Handicapped.</u> Peter R. Dahl, Judith A. Appleby, Dewey Lipe
IN	<u>Mainstreaming In Action.</u> Author unknown
IN	<u>Mainstreaming: Origins and Implications.</u> Maynard C. Reynolds
IN	<u>Mainstreaming Preschoolers: Children With Hearing Impairments.</u> Rita LaPorta, Donald McGee, Audrey Simmons Marten, Eleanor Vorce, Carreen Sazz von Hippel and John Donovan
IN	<u>Mainstreaming the Gifted.</u> Ferris O. Henson
IN	<u>Mainstreaming the Visually Handicapped.</u> Gloria Calovini
P	<u>Mainstreaming Training Series Kit - "Keeping In Touch With Parents - The Teacher's Best Friend."</u> Leatha Mae Bennett and Ferris O. Henson
AT	<u>Mainstreaming: What Every Child Needs to Know About Disabilities.</u> Susan Bookbinder
AT	<u>Mary.</u> N/A
AT	<u>Maximizing Human Resources - An Awareness Seminar.</u> Colette Felgate
AT	<u>Meet Camille and Danielle, They're Special Persons.</u> Margaret H. Glazzard

Code LettersTitle

- A Minimum Competency Testing: Concerns for the Handicapped.
Mid-east RRC and Mid-South RRC
- IN Minimum Competency Testing Program and Handicapped Students:
Perspective on Policy and Practice. Ann Rosewater
- I/G 100 Ways to Enhance Self-Concept in the Classroom.
Jack Canfield and Harold C. Wells
- AT Our Forgotten Children: Hard of Hearing Pupils in the
Schools. Julia Davis
- P Parent Conferences in the Schools. Stuart M. Losen and
Bert Diamant
- P Parent Counseling. Project STRETCH
- P Parents and Educators: Partners in the Individualized
Education Program Planning for Handicapped Students.
Joyce Shaffer and Jane Bell
- AT People Just Like You. Michael Jones and Marsha Stevens
- P Preparing for the IEP Meeting: A Workshop for Parents.
Jean Nazzaro
- C/V Preparing Handicapped Students for the World of Work.
Iowa DPI and MRRC
- IN Proposed Definition for Behaviorally/Emotionally Handicapped
and Proposed Guidelines for the Use of Timeout. Taskforce
for Special Education Section, Division of Program Administration
- A Psychological Testing of Children: A Consumer's Guide.
Stanley Klein
- A Selective Bibliography on Nondiscriminatory Assessment With
Bias Toward None. Coordinating Office for RRCs
- C/V Special Needs: Identification and Assessment Project.
Rupert Evans and Len Albright
- IN Structuring the Classroom for Success. Cara B. Volkmer,
Anne L. Langstaff and Marilyn Higgins
- A Student Functional Profile. Geoffrey Clark Miller
- IN Survival Kit for Teachers (and Parents). Myrtle Collins
and Dwayne R. Collins

Code LettersTitle

- IN Teacher, Please Don't Close the Door. June B. Jordan
- IN Teaching Exceptional Children in All America's Schools.
Maynard C. Reynolds and Jack W. Birch
- IN Teaching Makes a Difference: A Guide for Developing
Successful Classes for Autistic and Other Severely Handicapped
Children. Anne Donnellan-Walsh
- IN Teaching the Hearing and Visually Impaired. Mary H. McCall
- IN Teaching the Learning Disabled Adolescent. Mann, Goodman,
and Wiederholt
- AT The Challenge of Acceptance. Diane Finley, Thomas Jeschke,
MRRC
- I/G The Complete Book of Peer Counseling. Mimi and Don Samuels
- I/G The Guidance of Exceptional Children. John Curtis Gowan,
George Demos, Charles Kokaska
- IN The Handicapped Student in the Regular Classroom.
Bill R. Gearheart and Mel W. Weishann
- AT The Invisible Battle: Attitudes Toward Disability
Beyond the Sound Barrier
Free Wheeling
Dignity
Regional Rehabilitation Research on Attitudinal, Legal and
Leisure Barriers
- P The Parent-Professional Partnership: The Right to Education
The Parent-Professional Partnership: Classroom Programming
The Parent-Professional Partnership: The Partnership
National Association for Retarded Citizens
- IN The Physically Handicapped Child: Facilitating Regular
Classroom Adjustment. Rick L. Hanna and Donal L. Graff
- P The Rights of Parents in the Education of Their Children.
David Schimmel and Louis Fischer
- C/V Trainer's Guide to Life Centered Career Education.
Donn Brolin

Code Letters

Title

- C/V Vocational Education of Handicapped Students: A Guide For Policy Development. Sharon Davis
- C/V Vocational Education for the Handicapped: Resource Guide to Federal Regulations. William Halloran
- C/V Vocational Entry-Skills for Secondary Students. Winifred Y. Washburn
- AT What Do You Do When Your Wheelchair Gets a Flat Tire? Douglas Biklen and Michele Sokoloff
- AT What Is A Handicap? BFA Educational Media (film)
- AT What's The Difference? Ellen Barnes, Carol Berrigan and Douglas Biklen
- P Working With Parents of Handicapped Children. William L. Heward, Jill C. Dardig, Allison Rossett
- C/V Working With Special Needs Students in Vocational Education Classes - Teacher's Manual. Kansas Vocational Needs Task Force
- A. Writing Individualized Assessment Reports in Special Education: A Resource Manual. NASDSE
- P You and the Professional: A Team. National Learning Center of Pennsylvania
- I/G Youth Helping Youth: A Handbook for Training Peer Facilitators. Robert D. Myrick and Tom Erney

ABSTRACT KEY

The following is the abstract key.

1. Descriptor

Appropriate descriptors were checked to indicate which area(s) the item best addressed.

2. Target Audience

Has the author stated the target population(s) for whom he/she designed the material?

Are there other populations who could also benefit from the material?

An "X" indicates who, if any the author views as the target audience(s). If the evaluator believes the material would be useful with other audiences, or if no target audience was identified by the author, an "0" was used to indicate the appropriate audience(s).

3. Grade Level of the Material

Would the material be useful with a particular grade level?

Has the author identified the grade level?

Again, if the author states the specific grade level(s) the material is appropriate for, an "X" is marked. If the evaluator determines the grade level, an "0" is marked.

(It should be noted that both "X's" and "0's" may apply to these areas because the author may state it for one audience and the evaluator may feel it could be for that audience and may also be appropriate for another).

Numbers 4, 5, and 6 are self-explanatory.

ASSESSMENT

Materials Description Form

A-1

Title: Application of Pupil Assessment Information: for the Special Education Teacher

Author: Bill Gearheart, Ernest Willenberg

Publisher: Love Publishing Co.

Publication Date: 1974

Price: _____

1. Descriptors

- | | |
|--|--|
| ☒ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|--|
| ☐ counselor | ☐ administrator |
| ☐ general education teacher | ☒ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|---|
| ☐ preschool | ☒ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 148

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

The purpose of this book is to provide the special education teacher with a brief overview of educational and psychological terms used in the school settings and then to describe the types, purposes and appropriateness of various testing tools and techniques. Part 1 discusses terminology and presents a short description of many assessment tools. The second part discusses the application of this assessment information. A specific model for analysis and interpretation of this data is presented with several case studies to provide practical application for the development of prescriptive programs.

Sample record forms and addresses of test publishers conclude the book.

Strengths:

1. Provide brief overview of many tests commonly used in assessments of children.
2. Case studies presented are good application of assessment process.

Weaknesses:

1. No discussion of tests' advantages or disadvantages.
2. Tests listed alphabetically; suggest that listing by tested skill could be more beneficial or by age groups.

Ways to Modify:

Evaluator:

Sue Reuter

Title: Assessment in Special and Remedial EducationAuthor: John Salvia, James YsseldykePublisher: Houghton Mifflin Co.Publication Date: 1978 Price: _____

1. Descriptors

- | | |
|--|-------------------------------------|
| ☒ Assessment | _____ In-Service Training |
| _____ Attitudes Toward the Handicapped | _____ Learning Disabilities |
| _____ Career Education/Vocational Education | _____ Least Restrictive Environment |
| _____ Consultation/Organizational Development | _____ Legislation |
| _____ Counseling | _____ Mental Disabilities |
| _____ Due Process | _____ Parenting |
| _____ Emotional Disabilities | _____ Physically Handicapped |
| _____ Health Impairments | _____ Placement/Staffing |
| _____ Hearing Disorders | _____ Programming |
| _____ Individualized Education Program (IEPs) | _____ Visual Impairments |
| | _____ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|--|
| ☒ counselor | _____ administrator |
| ☒ general education teacher | ☒ school specialist(s) |
| ☒ special education teacher | _____ parents |
| | _____ children/students |

3. The Grade Level of the material is:

- | | |
|--|---|
| _____ preschool | ☒ secondary |
| ☒ elementary | _____ adult |

4. The Instructional Format is:

- | | |
|---|------------------------|
| ☒ book/pamphlet | _____ record/tape |
| _____ computer mediated | _____ student workbook |
| _____ game | _____ slides |
| _____ film | _____ video tape |
| _____ filmstrip/film loop | |

5. Number of pages, if appropriate: 531

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

This book is an introduction to psychoeducational assessment in special and remedial education. It should help those involved in assessment to become informed consumers and users of tests: the authors refer to assessment as only one part of the process of collecting data for educational decision-making.

Parts 1 and 2 provide a general overview of and orientation to assessment. The first one describes assessment in broad terms, as a multifaceted process, its purpose and underlying assumptions, and introduces basic terminology. The second section gives a description and examples of basic measurement concepts and principles that are necessary for adequate understanding and use of test information.

Part 3 is a detailed discussion of assessment of achievement, intelligence, perceptual-motor skills, sensory-functioning, language, personal and adaptive behavior and readiness.

Part 4 applies the information on assessment practices in special and remedial education as to where testing can and has gone wrong and how it can be effective.

Strengths:

1. Good comprehensive book on this subject.
2. Study questions help to apply knowledge learned in reading.

Weaknesses:

Ways to Modify:

Useful as introductory text in assessment course.

Evaluator:

Sue Reuter

Materials Description Form

A-3

Title: Assessment in Special and Remedial Education (Instructor's Manual)Author: John Salvia, James YsseldykePublisher: Houghton Mifflin Co.Publication Date: 1978

Price: _____

1. Descriptors

- | | |
|--|--|
| ☒ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|--|
| ☒ counselor | ☐ administrator |
| ☒ general education teacher | ☒ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|---|
| ☐ preschool | ☒ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 61

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

"The Instructor's Manual includes a brief description highlighting the most important points of each chapter of Assessment in Special and Remedial Education and, as applicable, tips on teaching difficult topics, suggestions on extra materials that may be needed in classroom discussions, and answers to the study questions in the text".

Strengths:

1. Helpful guide

Weaknesses:

1. Not all the chapters include teaching tips and additional materials necessary for discussion.

Ways to Modify:

1. Useful for designing test questions

Evaluator:

20

Sue Reuter

Materials Description Form

A-4

Title: Creating Awareness of Test Bias: A Training Package

Author: National Learning Resource Center of Pennsylvania

Publisher: Montgomery County Intermediate Unit

Publication Date: 1978 Price: _____

1. Descriptors

- | | |
|--|-------------------------------------|
| ☒ Assessment | _____ In-Service Training |
| _____ Attitudes Toward the Handicapped | _____ Learning Disabilities |
| _____ Career Education/Vocational Education | _____ Least Restrictive Environment |
| _____ Consultation/Organizational Development | _____ Legislation |
| _____ Counseling | _____ Mental Disabilities |
| _____ Due Process | _____ Parenting |
| _____ Emotional Disabilities | _____ Physically Handicapped |
| _____ Health Impairments | _____ Placement/Staffing |
| _____ Hearing Disorders | _____ Programming |
| _____ Individualized Education Program (IEPs) | _____ Visual Impairments |
| | _____ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|--|--|
| ☐ counselor | _____ administrator |
| _____ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | _____ parents |
| | _____ children/students |

3. The Grade Level of the material is:

- | | |
|----------------------------------|---------------------------------|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|------------------------|
| ☒ book/pamphlet | _____ record/tape |
| _____ computer mediated | _____ student workbook |
| _____ game | _____ slides |
| _____ film | _____ video tape |
| _____ filmstrip/film loop | |

5. Number of pages, if appropriate: 67

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

Creating Awareness of Test Bias is intended as an introduction to problems of culture-fair testing using a series of simulated assessment activities. Participants will develop an awareness to these problems in testing and will become more sensitive to potential sources of test bias.

The booklet is divided into two parts. Section I describes the problem area, presents ways in which cultural differences result in test bias, identifies key issues in minority testing and provides methods for dealing with these concerns. Section II includes 8 simulation activities. Each activity outlines purpose, directions, guidelines, conclusions, and additional sources.

Strengths:

1. Good resource for simulation activities that will help others become more sensitive to this issue.
2. Activities relatively short

Weaknesses:

1. A leader of group that is very structured may need additional notes to supplement simulation activities.

Ways to Modify:

1. Activities could be useful as a workshop activity.

Evaluator:

Sue Reuter

Materials Description Form

A-5

Title: Culturally Appropriate Assessment-A Source Book For PractionersAuthor: Andrea Carroll, Gabriel Gurski, Kristine Hinsdale, Karen McIntyrePublisher: California RRCPublication Date: 1977 Price: _____

1. Descriptors

- | | |
|---|-----------------------------------|
| ☒ Assessment | _____ In-Service Training |
| _____ Attitudes Toward the Handicapped | _____ Learning Disabilities |
| _____ Career Education/Vocational Education | _____ Least Restrictive Environme |
| _____ Consultation/Organizational Development | _____ Legislation |
| _____ Counseling | _____ Mental Disabilities |
| ☒ Due Process | _____ Parenting |
| _____ Emotional Disabilities | _____ Physically Handicapped |
| _____ Health Impairments | _____ Placement/Staffing |
| _____ Hearing Disorders | _____ Programming |
| _____ Individualized Education Program (IEPs) | _____ Visual Impairments |
| | _____ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|---|
| _____ counselor | ☒ administrator |
| _____ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | _____ parents |
| | _____ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|------------------------------------|
| ☐ preschool | ☐ secondary |
| ☐ elementary | _____ adult |

4. The Instructional Format is:

- | | |
|---|------------------------|
| ☒ book/pamphlet | _____ record/tape |
| _____ computer mediated | _____ student workbook |
| _____ game | _____ slides |
| _____ film | _____ video tape |
| _____ filmstrip/film loop | |

5. Number of pages, if appropriate: 367

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

The purpose for writing this handbook is to "...safeguard the rights of the culturally and linguistically different children to equal educational opportunity in both regular and special education classroom settings." This target population is described as Latinos, blacks, native Americans and Asians. This source book contains: 1) a set of procedures for culturally appropriate assessment within the context of a comprehensive system of referral, assessment and placement for handicapped children. 2) Guidelines for successful implementation of procedures for culturally appropriate assessment team in Local Education Agencies, special education districts and regional offices. 3) Guidelines for assessment team awareness and skill training as it relates to culturally appropriate assessment and programming. The book includes a glossary and bibliography.

Strengths:

1. Utilizes several informal procedures to obtain assessment information, i.e. home visit, child interview.
2. Graphic aids help in summarizing information.
3. Good organization of material.

Weaknesses:

Ways to Modify:

Evaluator:

Title: Diagnosing Classroom Learning EnvironmentsAuthor: Robert Fox, Margaret Barron Luszki, Richard SchmuckPublisher: Science Research Assoc., Inc.Publication Date: 1966 Price: _____

1. Descriptors

- | | |
|--|-------------------------------------|
| ☒ Assessment | _____ In-Service Training |
| _____ Attitudes Toward the Handicapped | _____ Learning Disabilities |
| _____ Career Education/Vocational Education | _____ Least Restrictive Environment |
| _____ Consultation/Organizational Development | _____ Legislation |
| _____ Counseling | _____ Mental Disabilities |
| _____ Due Process | _____ Parenting |
| _____ Emotional Disabilities | _____ Physically Handicapped |
| _____ Health Impairments | _____ Placement/Staffing |
| _____ Hearing Disorders | _____ Programming |
| _____ Individualized Education Program (IEPs) | _____ Visual Impairments |
| | _____ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | _____ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | _____ parents |
| | _____ children/students |

3. The Grade Level of the material is:

- | | |
|--|---|
| _____ preschool | ☒ secondary |
| ☒ elementary | _____ adult |

4. The Instructional Format is:

- | | |
|---|------------------------|
| ☒ book/pamphlet | _____ record/tape |
| _____ computer mediated | _____ student workbook |
| _____ game | _____ slides |
| _____ film | _____ video tape |
| _____ filmstrip/film loop | |

5. Number of pages, if appropriate: 131

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

This book is one of three in a series entitled Teacher Resource Booklets on Classroom Social Relations and Learning. The others discuss problem-solving and role-playing methods. Diagnosing... focuses on one stage of the problem-solving sequence--getting reliable information about the classroom. It presents and discusses data-gathering instruments and techniques useful in planning and accomplishing change in the learning environment. Other topics covered are assessing the classroom environment by evaluating a variety of relationships--parents, teachers, and peers. To assess the learning climate, the authors look at norms, community influences, and the pupil's concept of self.

Strengths:

1. Graphic aids are useful tools in summarizing materials or as practical examples of the main points.
2. Introductory chapter provides a good overview of chapter content and objectives.

Weaknesses:

Ways to Modify:

Activities can be modified for elementary and secondary level.

Evaluator:

Sue Reuter

Materials Description Form

A - 7

Title: Identification of Behaviorally Disordered Children and Youth

Author: Judith K. Gosenick

Publisher: Missouri Department of Elementary and Secondary Education and MRRC

Publication Date: 1979 Price: _____

1. Descriptors

- | | |
|--|--|
| ☒ Assessment | _____ In-Service Training |
| _____ Attitudes Toward the Handicapped | _____ Learning Disabilities |
| _____ Career Education/Vocational Education | _____ Least Restrictive Environment |
| _____ Consultation/Organizational Development | _____ Legislation |
| _____ Counseling | _____ Mental Disabilities |
| _____ Due Process | _____ Parenting |
| ☒ Emotional Disabilities | _____ Physically Handicapped |
| _____ Health Impairments | ☒ Placement/Staffing |
| _____ Hearing Disorders | _____ Programming |
| _____ Individualized Education Program (IEPs) | _____ Visual Impairments |
| | _____ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| <u>0</u> counselor | ☒ administrator |
| ☒ general education teacher | _____ school specialist(s) |
| ☒ special education teacher | _____ parents |
| | _____ children/students |

3. The Grade Level of the material is:

- | | |
|--|---|
| <u>0</u> preschool | ☒ secondary |
| ☒ elementary | _____ adult |

4. The Instructional Format is:

- | | |
|---|------------------------|
| ☒ book/pamphlet | _____ record/tape |
| _____ computer mediated | _____ student workbook |
| _____ game | _____ slides |
| _____ film | _____ video tape |
| _____ filmstrip/film loop | |

5. Number of pages, if appropriate: 24

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

The purpose of this paper is to provide a framework for the identification of behavior disordered children. After a brief mention of the historical aspects, the authors spends a good part of the paper discussing the variety of definitions for behavior disordered children. The next part is concerned with the criteria for eligibility using the Bower criteria of PL 94-142 as a base. The remaining portion of the paper discusses identification as a process. This is done in two parts: screening and assessment. The screening includes variables, criteria and techniques. The assessment section gives a brief discussion of options for types of assessment.

The paper includes a brief summary and an extensive bibliography.

Strengths:

1. A brief paper - to the point
2. Reads easily
3. Partial listing of behavioral checklists, rating scales, and inventories
4. Section on screening is most thorough

Weaknesses:

No introduction, opening or table of contents to show organization

Ways to Modify:

Evaluator:

N.S. Rees

Title: Identification of Bias in Testing: A Checklist and GuideAuthor: National Learning Resource CenterPublisher: samePublication Date: 1978

Price: _____

1. Descriptors

- | | |
|--|--|
| ☒ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☒ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☒ counselor | ☐ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|------------------------------------|
| ☒ preschool | ☐ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 12

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

The author's state that a test is developed to "discriminate among individuals and identify those candidates likely to succeed in a particular job or educational setting". They note that too often the assessment practices do not take into account the child's cultural background and native language. This pamphlet was developed to identify a set of criteria for evaluating testing, particularly norm-reference tests, and test settings to determine the degree of cultural bias. The rating criteria are organized according to problem areas which may jeopardize the validity of test results for culturally different children. These areas are technical adequacy, item content, testing conditions, characteristics of the child and examiner characteristics. The evaluator checks either yes or no to the series of questions.

Strengths:

1. Question format stimulates answer
2. Practical criteria

Weaknesses:

1. Some of the questions are somewhat subjectively states, especially regarding examiner's "sensitivity".
2. Use of Yes-No responses could be limited. (Nothing truly black and white)

Ways to Modify:

1. Insert a scale from 1 to 5 for ratings.

Evaluator:

Sue Reuter

Title: Minimum Competency Testing: Concerns for the HandicappedAuthor: Mid-East Regional Resource Center and Mid-South Regional Resource CenterPublisher: USOE-BEHPublication Date: 1979 Price: _____

1. Descriptors

- | | |
|---|---|
| ☒ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☒ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☒ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☐ counselor | ☐ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|---|
| ☐ preschool | ☒ secondary |
| ☒ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: _____

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

The notebook was developed for a workshop sponsored by the Mid-East and Mid-South Regional Resource Centers. This workshop was stimulated by recent action on part of states to mandate a competency test prior to graduation. A needs assessment was distributed to area educational representatives before this meeting and the following areas were designated as major concerns:

1. Legal issues and ramifications for awarding diplomas
2. Defining competencies for the handicap
3. Relating Minimum Competency Testing (MCT) to:
 - a. steps in the IEP process
 - b. curricula
 - c. making decisions from both diagnostic and certification test results
 - d. developing and coordinating "Remedial Programs"
4. Adopting, developing, or adapting minimum competency-tests and administering a minimum competency testing for the handicapped.

These four issues also are the divisions within the notebook as well as the addition of an informational survey concerning competency testing for special education with regards to individual state legislation. A series of articles are found within each section.

Strengths:

1. Objectives clearly defines.
2. Articles contained in workshop notebook were relevant to discussion topics.

Weaknesses:

Ways to Modify:

Overall method used to address this concern could be utilized, in a somewhat modified version to analyze similar issues.

Evaluator:

Sue Reuter

Title: Psychological Testing of Children: A Consumer's GuideAuthor: Stanley D. KleinPublisher: The Exceptional Parent PressPublication Date: 1977 Price: \$3.95

1. Descriptors

- | | |
|--|--|
| ☒ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☒ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|------------------------------------|
| ☒ preschool | ☐ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 118

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

Psychological Testing of Children was written for parents as a guide to explain the role of psychological testing in understanding of individual children. The book is divided into ten chapters--Test Construction; Administration Scoring and Interpretation; Intelligence Testing (both intelligence and special tests); Terminology; Personality Testing (Individual Differences and Individual Tests); Brain Functioning; "Brain Injury" Tests and Achievements, Aptitude and Interests Tests.

Strengths:

1. Practical guide
2. Easy to read
 - a. Clear explanation in brief, to-the-point terms
 - b. Professional terminology is limited, many terms defined

Weaknesses:

Ways to Modify:

Shortened versions could be utilized as informational guides for parents in initial phase of referral system

Evaluator:

Sue Reuter

Title: Selective Bibliography on Nondiscriminatory AssessmentAuthor: Coordinating office for Regional Resource Centers (With Bias Toward None)Publisher: SamePublication Date: ?Price: --

1. Descriptors

☒ Assessment☐ Attitudes Toward the Handicapped☐ Career Education/Vocational Education☐ Consultation/Organizational Development☐ Counseling☐ Due Process☐ Emotional Disabilities☐ Health Impairments☒ Hearing Disorders☐ Individualized Education Program (IEPs)☐ In-Service Training☐ Learning Disabilities☐ Least Restrictive Environment☐ Legislation☒ Mental Disabilities☐ Parenting☒ Physically Handicapped☐ Placement/Staffing☐ Programming☒ Visual Impairments☐ Other (please specify):

2. The Target Audience for this material is:

☒ counselor☐ general education teacher☒ special education teacher☐ administrator☒ school specialist(s)☐ parents☐ children/students

3. The Grade Level of the material is:

☒ preschool☒ elementary☒ secondary☒ adult

4. The Instructional Format is:

☒ book/pamphlet☐ computer mediated☐ game☐ film☐ filmstrip/film loop☐ record/tape☐ student workbook☐ slides☐ video tape5. Number of pages, if appropriate: 16

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

The intent of this booklet is to provide those individuals involved in assessment with a resource guide that represents a broad overview of literature available on the topics related to nondiscriminatory assessment practices and procedures. The sources of information were from Nondiscriminatory Testing a Selective Bibliography CEC/ERIC Search, Orbit III, (S.D.C.'s International Search Service) and independent sources. The bibliography is composed of topics and each entry is listed in alphabetical order. The topic headings are: Mental and Physical Handicaps, (Blind or Visually Handicapped, Deaf or Hard of Hearing, and Verbal Limitations) Culturally Disadvantaged, Minority Groups and Culturally Different (Black and Chicano and Spanish-speaking), Test Construction and Validity, Tester Related Factors, and Criterion Referenced Measurement.

Strengths:

- Easy to utilize

Weaknesses:

- Does not contain other exceptionalities such as the learning disabled or emotionally disturbed.
- Does not list entries for the Native American

Ways to Modify:

- Could be used as a follow-up booklet after a workshop on nondiscriminatory test

Evaluator:

S. Reuter

Title: Student Functional ProfileAuthor: Geoffrey Clark MillerPublisher: Mandale PressPublication Date: 1978 Price: _____

1. Descriptors

- | | |
|---|---|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☒ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☒ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☒ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☒ secondary |
| ☐ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 271

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

The notebook contains the Student Functional Profile (SFP). This assessment tool is one of the two Dr. Miller has "designed to profile students' individual functional skill levels and match them with specific performance statements and information extrapolated from a job analysis format. The SFP presents a process for assessing a student's functional skill levels in five developmental areas: activities of Daily Living, Motor, Communication, Quantitative and Independent Living Skills". Each developmental section lists measurable objectives, subskills and related objectives.

References and commercial training programs are included in the sections. These assist educators and trainers in locating materials for teaching the unmastered skills.

Strengths:

1. Color-coding of developmental areas helps in organization of the notebook. Quick reference.
2. Flexible and adaptable to variety of situations and students.
3. Useful recording sheets.
4. Good assessment tool for curriculum development in vocational education.

Weaknesses:

Ways to Modify:

1. Could be modified to be used with severely handicapped adults.

Evaluator:

Sue Reuter

Materials Description Form

A-13

Title: The Identification of Emotionally Disabled Pupils: Data and Decision MakingAuthor: Special Education Division of Iowa DPI and Midwest Regional Resource CenterPublisher: Iowa DPIPublication Date: 1979

Price: _____

1. Descriptors

- | | |
|--|-------------------------------------|
| ☒ Assessment | _____ In-Service Training |
| _____ Attitudes Toward the Handicapped | _____ Learning Disabilities |
| _____ Career Education/Vocational Education | _____ Least Restrictive Environment |
| _____ Consultation/Organizational Development | _____ Legislation |
| _____ Counseling | _____ Mental Disabilities |
| _____ Due Process | _____ Parenting |
| ☒ Emotional Disabilities | _____ Physically Handicapped |
| _____ Health Impairments | _____ Placement/Staffing |
| _____ Hearing Disorders | _____ Programming |
| _____ Individualized Education Program (IEPs) | _____ Visual Impairments |
| | _____ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|------------------------------------|-------------------------------|
| _____ counselor | _____ administrator |
| <u>0</u> general education teacher | <u>X</u> school specialist(s) |
| <u>X</u> special education teacher | _____ parents |
| | _____ children/students |

3. The Grade Level of the material is:

- | | |
|---------------------|--------------------|
| <u>0</u> preschool | <u>X</u> secondary |
| <u>X</u> elementary | _____ adult |

4. The Instructional Format is:

- | | |
|---|------------------------|
| ☒ book/pamphlet | _____ record/tape |
| _____ computer mediated | _____ student workbook |
| _____ game | _____ slides |
| _____ film | _____ video tape |
| _____ filmstrip/film loop | |

5. Number of pages, if appropriate: 260

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

The intent of this document is to provide source material for professionals involved in identifying children with emotional disabilities. The text is divided into 10 chapters concerning various types of data for formulating diagnostic decisions. The first chapter is an overview of issues related to the identification of pupils with emotional disabilities. The remaining chapters consider the following: an analysis of the educational setting, effective use of behavior rating scales, the use of objective observational data, the clinical interview as it relates to self concept and affective data, biobehaviorism, assessment of academic attainment, concepts regarding home and family data, social functioning, and translating data into decision making. Each chapter contains a bibliography of sources and some have appendices with functional materials.

Strengths:

1. Chapter III on Behavior Rating Scales was well organized and provided a good deal of usable material for the reader (i.e. appendices)
2. Chapter IV-Good In-Depth Questionnaire on Child's Medical History
3. Goals are well defined and met in most chapters
4. The chapters blend well together to make a comprehensive tool for identification

Weaknesses:

1. Book binding unsnapped frequently
2. Chapter 5 on Clinical Interviews is not as well organized as other chapters and doesn't read as smoothly
3. Type of print makes prolonged reading tiring to eyes

Ways to Modify:

Evaluator:

N. S. Rees

Materials Description Form

A-14

Title: Writing Individualized Assessment Reports in Special Education: A ResourceManual
Author: NASDSEPublisher: samePublication Date: 1978

Price: _____

1. Descriptors

- | | |
|--|-------------------------------------|
| ☒ Assessment | _____ In-Service Training |
| _____ Attitudes Toward the Handicapped | _____ Learning Disabilities |
| _____ Career Education/Vocational Education | _____ Least Restrictive Environment |
| _____ Consultation/Organizational Development | _____ Legislation |
| _____ Counseling | _____ Mental Disabilities |
| _____ Due Process | _____ Parenting |
| _____ Emotional Disabilities | _____ Physically Handicapped |
| _____ Health Impairments | _____ Placement/Staffing |
| _____ Hearing Disorders | _____ Programming |
| _____ Individualized Education Program (IEPs) | _____ Visual Impairments |
| | _____ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|--|
| ☐ counselor | _____ administrator |
| ☒ general education teacher | ☒ school specialist(s) |
| ☒ special education teacher | ☒ parents |
| | _____ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|------------------------------------|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|------------------------|
| ☒ book/pamphlet | _____ record/tape |
| _____ computer mediated | _____ student workbook |
| _____ game | _____ slides |
| _____ film | _____ video tape |
| _____ filmstrip/film loop | |

5. Number of pages, if appropriate: 31

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

The manual was written to aid assessment teams in compiling and organizing their data of children suspected of having exceptional educational needs so that they can make more effective programming decisions. The manual is organized into 4 main sections:

- I. Description and Rationale of Assessment
- II. Functions of Assessment
- III. Synthesizing and Reporting Assessment Information
- IV. The Law and the Assessment Process

"The manual does not cover the techniques of conducting assessment, tests used, role of team members or the use of data beyond the initial education".

Strengths:

1. Evaluation checklist is helpful for team members to analyze their synthesized reports.
2. Overview of each chapter is a good summary of its content.
3. Information is to the point and without a great deal of superfluous information.

Weaknesses:

Need to realize this manual is only intended for organizing purposes. Not a detailed guide.

Ways to Modify:

Possible use with general educators to help define information necessary in initial steps of referral process.

Evaluator:

42

Sue Reuter

ATTITUDES TOWARD THE HANDICAPPED

Materials Description Form

AT-15

Title: Accepting Individual DifferencesAuthor: Shirley CohenPublisher: Developmental Learning MaterialsPublication Date: 1977 Price: _____

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☒ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|------------------------------------|
| ☐ preschool | ☐ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☒ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: _____

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

Accepting Individual Differences ^(AID) is a curriculum designed to educate teachers and parents, as well as students, about specific handicaps and to encourage acceptance and respect for differences, while stressing the similarities between the disabled and non-disabled. A primary goal of this kit is to develop an understanding of handicapped persons.

AID consists of an overview and four guides that deal with specific disabilities: hearing impairment, learning disabilities, mental retardation, motor impairment and visual impairment. Each guide includes activities for both instructors and students. The instructor section provides basic information about the certain disability to give the teacher a better understanding of the handicapped person. The student activities section has group discussions, games, and flip book presentations highlighting the disability being illustrated. Each flip book-"Can You Hear Me?" "I Knew I Could Do It", "Amy Can Learn" and "Visual Impairments"-corresponds to each guide. An audio cassette of deaf people learning to speak is also included. A listing of resources is available at the end of each guide.

Strengths:

In addition to giving the reader an easy-to-follow, step-by-step guide with plenty of visual aids, the curriculum gets both instructor and students involved through activities that will help them better understand the disabled. It describes the different disabilities in a simple way which helps the reader who is not trained in those areas.

Weaknesses:

The Learning Disabilities and Mental Retardation sections are combined.

Ways to Modify:

The activities included in this kit could be modified for more advanced students. Suggestions for modifications are available at the end of each guide.

Evaluator:

Mary Jo Van Verth

Title: The Challenge of Acceptance
Author: Diane Finley and Thomas Jeschke, Midwest Regional Resource Center
Publisher: Midwest Regional Resource Center, Drake University
Publication Date: 1980 Price: _____

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☒ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☒ parents |
| | ☒ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☒ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☒ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 42

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

In The Challenge of Acceptance seven handicapped students relate their personal experiences in hopes that the public, after reading their articles and getting to know them personally, will have a better understanding of handicapped people. These students hope that others will look beyond their disability and see that they are more like other students than they are different from them. The students share the experiences they have had with schools, teachers, parents, friends and jobs. They tell about going to a regular school, being accepted in the non-handicapped world, their goals, responsibilities, and future plans.

The book is divided into 3 parts. The first section contains the seven articles written from edited interviews. These articles deal with physical disabilities, emotional disabilities, mental disabilities, hearing impairments, learning disabilities, visual impairments and health impairments. Each student speaks on his/her disability. All of the articles have been transcribed onto the enclosed cassette.

Section II contains "awareness activities" that can be conducted with handicapped students, non-handicapped students, classroom teachers and parents of handicapped children.

The third section provides instructions for school personnel who may wish to develop a booklet with articles by handicapped students in their own school district.

Strengths:

1. The reader really gets to know the student(s) with the help of photographs, a short biography, and the article itself. The students relate their experiences both openly and honestly.
2. Highly recommend this booklet for everyone. It's very effective.

Weaknesses:

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Title: C. J. (Emotional Disturbance)Author: N/APublisher: Encyclopedia Britannica Educational Corp.Publication Date: 1979Price: \$185.00
Rental 12.00/3 days

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☒ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☒ parents |
| | ☒ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☒ secondary |
| ☐ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|--|---|
| ☐ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☒ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: _____

6. Running time of media, if appropriate:

_____ hours _____ 10 minutes

ABSTRACT:

This color film increases the awareness of how social and emotional problems affect the behavior of a 14 year old boy. The film shows how C.J., who is emotionally disturbed copes with his condition and adjusts to his surroundings.

In the film, C.J. has been in a special school for 2 years and is preparing to return to his home. Scenes show his foster parents, C.J. trying to learn to read and discussions with the school staff where they help him understand the need for rules and encourage him to make decisions that are right for him.

A teacher's guide with discussion questions, a summary of the film and list of suggested resources is included.

Strengths:

1. Teacher's guide
2. Short
3. Good vehicle for discussion of feelings and attitudes toward students who are emotionally disturbed.

Weaknesses:

Ways to Modify:

Evaluator:

Dena Goplerud

Title: Feeling Free-Activities and StoriesAuthor: Helen BenhamPublisher: Scholastic Book ServicesPublication Date: 1978 Price: _____

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☐ counselor | ☐ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☒ children/students |

3. The Grade Level of the material is:

- | | |
|--|------------------------------------|
| ☐ preschool | ☐ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 63

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

Feeling Free was developed for children, it answers many of the questions they may have about disabled children. The book has a variety of styles - cartoons, question and answer sheets, classroom activities, and *short stories* all written to help understand what being handicapped means. For example, there is a story written by a boy who has a brain-damaged brother; a blind college-bound student tells about his seeing-eye dog; and one on wheelchair races. Another section offers suggestions on knowing when to "help" a disabled person and one school's "disABILITY" week is discussed. (The emphasis is on ABILITY as there are many things disabled people can do that non-disabled people can't)

In addition to the stories, there are exercises for the children to do as a follow-up.

The cast of the Feeling Free t.v. series is introduced at the end.

Strengths:

1. First hand stories about disabled persons are effective.
2. Good photographs, cartoons and graphs.
3. Contains ideas and suggestions for individual and classroom activities

Weaknesses:

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Materials Description Form

AT-19

Title: Handicapped People in SocietyAuthor: Ruth-Ellen Ross and I. Robert FreelandPublisher: University of VermontPublication Date: 1977 Price: \$6.00

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|---|
| ☐ preschool | ☒ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 178

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT: This guide was designed to influence the attitudes of school children so that they may develop without prejudices and misconceptions regarding individuals who are handicapped. It includes five main sections: 1) Teacher's Guide for k-12; 2) Elementary Curriculum; 3) Middle School Curriculum; 4) High School Curriculum; and 5) Teaching/Learning Packages.

For the elementary level four areas are studied: 1) The Visually Impaired, 2) The Hearing Impaired, 3) The Physically Disabled, 4) The Mentally Retarded.

For the middle school level these four levels are covered: 1) Epilepsy, 2) The Blind, 3) The Physically Handicapped, and 4) The Deaf.

For the high school level, mental retardation is studied along with all other disabilities above and other (LD, talented and gifted, ED, speech disabilities, and hospital and homebound).

The Teacher's Guide is for teachers of all levels.

Resource material in the form of books, films, etc. is listed for possible use with this curriculum.

Strengths:

1. Definitions and historical backgrounds of the various handicaps involve a goodly amount of information in concise form.
2. The guide deals with society's preconceptions of the various handicaps as to which are valid and which are mythical.
3. Good information and activities used to probe the problems handicapped persons face in our society thus promoting empathy as opposed to mere sympathy.
4. A good general introduction to all the handicaps.

Weaknesses:

Ways to Modify:

Evaluator:

50

Scarlett Porter

Title: Hazards of Deafness
Author: Roy K. Holcomb
Publisher: Joyce Media, Inc.
Publication Date: 1977 Price: \$8.95 approx.

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☒ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☐ counselor | ☐ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|---|
| ☐ preschool | ☐ secondary |
| ☒ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 118

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

This is a collection of humorous and realistic aspects of deafness. There are everyday living experiences encountered by deaf people with their cars; when they dine out; when they are sick; when they are at home or church; with strangers; love and marriage; shopping; entertainment; sports; TV and the guessing games familiar to deaf people. The purpose for writing the book is to help deaf people accept their handicap and live with themselves and to help hearing people understand the "hazards" that face a deaf person. There are 662 anecdotes in the book with six pages at the end devoted to materials for the hearing impaired.

Example No. 166: Your stomach growls. You reason that since it occurs in your stomach, it can't be heard outside, never knowing that the growling is louder than that of a mad dog.

Strengths:

1. Written with a lovely sense of humor.
2. Quick and easy reading.
3. Permission is given by the publisher to reproduce portions of the book.

Weaknesses:

Ways to Modify:

Evaluator:

55

N. S. Rees

Materials Description Form

AT-21

Title: Kids Come In Special Flavors

Author: Pat Cashdollar and Joan Martin

Publisher: The Kids Come In Special Flavors Co.

Publication Date: 1979 Price: \$19.95

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|------------------------------------|
| ☐ preschool | ☐ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|--|
| ☒ book/pamphlet | ☒ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | ☒ additional materials for classroom instruction |

5. Number of pages, if appropriate: _____

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

Kids Come In Special Flavors is a multi-media kit packaged in a bucket resembling an ice cream container. This classroom kit was designed to prepare "normal" students for handicapped children who will be entering their class-to help them understand, through involvement, what it is like to be handicapped. The kit has activities and exercises that simulate actual handicaps-the students get the feel of what a handicap is. The handicaps discussed are blindness, mental retardation, hearing impairments, learning disabilities and orthopedic impairments.

The kit comes with a guidebook, a cassette tape entitled, "Understanding the Hearing Impaired", and all the materials needed for classroom activities; for example, gauze pads, braille alphabet cards, arm restrainers, posters, and non-verbal communication charts.

This kit was developed to change attitudes toward the handicapped, "to help children know more about the world in which other children live".

Strengths:

1. It is a unique package for teachers to use; full of activities that are simple and economical to use.
2. Guidebook has directions for each activity and questions to stimulate discussion.
3. Included are lists of over 100 easy-to-obtain additional resources.
4. Many pages can be reproduced for classroom use.

Weaknesses:

Ways to Modify:

Kids Come In Special Flavors is also available as a workshop. It comes with a workshop manual for a 1½ - 3 hour session and provides instructions on conducting one.

Evaluator:

Mary Jo Van Verth

Title: Mainstreaming: What Every Child Needs to Know About DisabilitiesAuthor: Susan R. BookbinderPublisher: The Exceptional Parent PressPublication Date: 1978Price: \$6.95

1. Descriptors

☐ Assessment
☒ Attitudes Toward the Handicapped
☐ Career Education/Vocational Education
☐ Consultation/Organizational Development
☐ Counseling
☐ Due Process
☐ Emotional Disabilities
☐ Health Impairments
☐ Hearing Disorders
☐ Individualized Education Program (IEPs)

☐ In-Service Training
☐ Learning Disabilities
☒ Least Restrictive Environment
☐ Legislation
☐ Mental Disabilities
☐ Parenting
☐ Physically Handicapped
☐ Placement/Staffing
☐ Programming
☐ Visual Impairments
☐ Other (please specify):

2. The Target Audience for this material is:

☐ counselor
☒ general education teacher
☐ special education teacher

☐ administrator
☐ school specialist(s)
☐ parents
☐ children/students

3. The Grade Level of the material is:

☐ preschool
☒ elementary

☐ secondary
☐ adult

4. The Instructional Format is:

☒ book/pamphlet
☐ computer mediated
☐ game
☐ film
☐ filmstrip/film loop

☐ record/tape
☐ student workbook
☐ slides
☐ video tape

5. Number of pages, if appropriate: 94

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

The author has developed this curriculum for teachers to promote a healthy attitude about individuals with special education needs. The goal of the project was to help children understand what it means to have a disability and therefore with this knowledge, will be more accepting of those with exceptionalities.

Four disability areas are explained, blindness, deafness, physical handicaps and mental retardation; and each one contains five components--simulation, activities, exposure to aids and appliances, guest speakers, audio visual materials and class discussion topics.

Strengths:

1. Sample pre/post test is provided for evaluating effectiveness of curriculum.
2. Provides sample schedules for estimating time frame.
3. Notes resources for supplemental activities.
4. Practical guide for teachers.

Weaknesses:

Curriculum deals with only 4 disabilities; suggest other exceptionalities could be included with an expanded curriculum or suggestions to modify activities for this purpose.

Ways to Modify:

Evaluator:

Sue Reuter

Materials Description Form

AT-23

Title: Mary (Hard of Hearing and Speech Impairment)Author: N/APublisher: Encyclopedia Britannical Educational Corp.Publication Date: 1979Price: \$185.00Rental \$12.00/3 days

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☒ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☒ parents |
| | ☒ children/students |

3. The Grade Level of the material is:

- | | |
|--|------------------------------------|
| ☐ preschool | ☐ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|--|---|
| ☐ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☒ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: _____

6. Running time of media, if appropriate:

_____ hours _____ 10 minutes

ABSTRACT:

This color film is designed to increase awareness of deafness and speech impairments. It shows how eleven year old Mary, who was born deaf, copes with her condition and adjusts to her surroundings. Scenes show her with a speech therapist, in a language class for students with hearing impairments, playing basketball with hearing students and with her family.

A teacher's guide containing discussion questions, a summary of the film and a list of additional resources is included.

Strengths:

1. Very interesting portrayal of the student
2. Short
3. Will stimulate discussion of feelings and attitudes toward people with hearing and speech impairments
4. Teacher's guide

Weaknesses:

Ways to Modify:

Evaluator:

Dena Goplerud

Title: Maximizing Human Resources - An Awareness SeminarAuthor: Colette Felgate and Joann VaskePublisher: unpublishedPublication Date: Spring 1978

Price: _____

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☒ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☒ Other (please specify): |
| | <u>Job Placement</u> |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☒ counselor | ☒ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☒ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☒ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 98

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

This is a compilation of materials for presenting awareness/information seminars to supervisors of companies toward handicapped employees. The training takes place in one day through a series of ten modules, with an evaluation procedure at the end. The objectives are to increase awareness and understanding of the disabled worker and laws affecting him and to illustrate methods of dealing with the handicapped person in working situations.

Strengths:

1. Has clear cut organization and a well defined format. The sessions are timed to take place in one day.
2. The modules blend well together and contain a variety of activities to keep interest level high. They appear to be well placed for the participants and facilitators. A list of materials needed is provided for the reader.

Weaknesses:

Ways to Modify:

This seminar could be adapted to the secondary grade level in education for use in work-study programs, etc.

Evaluator:

N. S. Rees

Title: Meet Camille and Danille. They're Special PersonsAuthor: Margaret H. Glazzard, Ed.D.Publisher: H & H Enterprises, Inc.Publication Date: 1978 Price: _____

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☒ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☒ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|------------------------------------|
| ☒ preschool | ☐ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 53

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

This is a book about two 5-7 year old girls who happen to be hearing impaired. It relates to the reader how these girls are included and educated in the regular classroom. It is written for middle second and third grade readability and includes page size photographs with every page of printed words.

Author's objectives (as stated in book):

- 1) To show differences and equalities between the hearing impaired and normal children while stressing that there are more similarities than differences.
- 2) To show types of curricula that handicapped children may need during their school day, and what normal children can do if a child with a particular handicap is a classmate.

Strengths:

- 1) Basically, meets the objectives state in the abstract.
- 2) Explains in simple terms why the hearing impaired might have difficulty with normal pronunciation.
- 3) Includes a list of vocabulary words (by page number) at the back of the book.

Weaknesses:

Does not discuss sign language and its use with the hearing impaired.

Ways to Modify:

Evaluator:

Scarlett Porter

Title: Our Forgotten Children: Hard-of-Hearing Pupils in the SchoolsAuthor: Julia DavisPublisher: National Support Systems Project (HEW)Publication Date: 1977 Price: \$2.00

1. Descriptors

- | | |
|---|---|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☒ Hearing Disorders | ☐ Programming |
| ☒ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☒ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 58

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

Written from the point of view that hard-of-hearing children are forgotten within the school system, this book seeks to orient educators and administrators to the problems and needs of serving hard-of-hearing children in the schools; the personnel necessary for adequate support services; and the importance of training programs to prepare teachers for working with these children. The authors hope that the information contained in this book will stimulate evaluation of current practices and thus result in improvement of the services offered.

The book defines "hard-of-hearing"; discusses the special needs of these children; has a chapter on mainstreaming the hard-of-hearing child and attitudes toward the handicapped. Additional topics presented are: the personnel and services that should be available-the role of general educators, principals, speech pathologists, audiologists, teachers of the hearing impaired, etc. The book concludes with a chapter on research and the need for it in providing better educational opportunities for hard-of-hearing children.

Strengths:

- Summary at the end of each chapter highlights the key points
- Clear, concise, easy-to-read

Weaknesses:

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Title: People-Just Like YouAuthor: Michael Jones and Marsha StevensPublisher: Committee on Youth Development, The President's Committee on
Employment of the Handicapped.Publication Date: 1979 Price: _____

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 36

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

Purpose: To provide an understanding of handicapped individuals through meaningful discussions and encounters with handicapped people.

Contents:

- A. Workshop composed of activities specifically related to grades k-12 and which are divided into the following sections (to be conducted over a period of 6-10 weeks):
 1. What is prejudice-misconceptions
 2. Correcting misconceptions
 3. The nature of handicaps-origin
 4. Eliminating social and environmental barriers
 5. A Visit - first hand experience
 6. The summing up
- B. During the interval between activities the facilitator is required to involve the class in activities which will involve the students directly with handicapped people.
- C. A bibliography, film listing, and other resources are given at the end of the booklet.

Strengths:

1. There are four variations of each activity according to the age groups of those students participating (K-12)
2. Each activity includes specific goals
3. Encourages students to learn more about specific handicapped individuals in their particular community.

Weaknesses:

The success of this workshop relies on the outside experiences set up by the teacher facilitating the workshops. There is no framework to guide the facilitator in the planning of these experiences.

Ways to Modify:

Planning guide could be included to assist the facilitator in organizing the experiences with handicapped individuals.

Evaluator:

Materials Description Form

AT-28

Title: The Invisible Battle: Attitudes Toward Disability, Beyond the Sound Barrier, Free Wheeling, Dignity
Author: Regional Rehabilitation Research Institute on Attitudinal, Legal and Leisure Barriers
Publisher: same

Publication Date: 1978

Price: single copies free
2-10 copies, 25¢ each
10-100 copies, 15¢ each

1. Descriptors

☐ Assessment
☒ Attitudes Toward the Handicapped
☐ Career Education/Vocational Education
☐ Consultation/Organizational Development
☐ Counseling
☐ Due Process
☐ Emotional Disabilities
☐ Health Impairments
☒ Hearing Disorders
☐ Individualized Education Program (IEPs)

☐ In-Service Training
☐ Learning Disabilities
☐ Least Restrictive Environment
☐ Legislation
☒ Mental Disabilities
☐ Parenting
☒ Physically Handicapped
☐ Placement/Staffing
☐ Programming
☐ Visual Impairments
☐ Other (please specify):

2. The Target Audience for this material is:

☐ counselor
☐ general education teacher
☐ special education teacher

☐ administrator
☐ school specialist(s)
☐ parents

3. The Grade Level of the material is:

☐ preschool
☐ elementary

☐ children/students
☒ all adults
☐ secondary
☒ adult

4. The Instructional Format is:

☒ book/pamphlet (4 booklets)
☐ computer mediated
☐ game
☐ film
☐ filmstrip/film loop

☐ record/tape
☐ student workbook
☐ slides
☐ video tape

5. Number of pages, if appropriate: _____

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

Each of these four booklets is part of a series entitled, Barrier Awareness, on attitudinal barriers facing disabled people. The first booklet, The Invisible Battle: Attitudes Toward Disability is an introduction to attitudinal barriers, what they are, how to recognize them, and what can be done about them. The second, Beyond the Sound Barrier, deals primarily with barriers facing deaf and hearing-impaired individuals. Booklet #3, Free Wheeling, addresses barriers people who use wheelchairs encounter. The last booklet, Dignity, discusses the negative attitudes toward mental retardation.

The format all the books is similar. Each one has an introduction discussing the problems the particular group has, a definition of attitudinal barriers, a section on "Myths vs. Facts" about the disability, and a follow-up section called, "Five Scenes" that gives five different examples disabled persons face and a discussion after each. The last two parts involve the reader by giving suggestions on what one can do when they meet a disabled person.

Strengths:

1. All are short, informative, and easy to read
2. Contain examples that prompt thinking and discussion
3. Gives useful suggestions
4. Each can be read separately

Weaknesses:

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Materials Description Form

AT-29

Title: What Do You Do When Your Wheelchair Gets a Flat Tire?Author: Douglas Biklen and Michele SokoloffPublisher: Scholastic Book ServicesPublication Date: 1978 Price: _____

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☐ counselor | ☐ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☒ children/students |

3. The Grade Level of the material is:

- | | |
|--|------------------------------------|
| ☐ preschool | ☐ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 59

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

Question: "What do you do when your wheelchair gets a flat tire?"

Answer: "I usually swear alot. Then I go to the gas station and hope it doesn't pop when they blow it up."

The above is a typical question asked of a disabled person. This book answers many questions like that and more. All of the questions are answered by the disabled kids themselves. The reader becomes acquainted with the kids, and learns what it's like to be blind, deaf, retarded, or physically disabled.

Written in simple language this book is for everyone-adults and children alike. It provides an insight into what makes disabled children different and also what makes them like everyone else. They discuss their handicaps, their likes and dislikes, fears, joys, friendships, ambitions, hobbies, etc.

Strengths:

- Fast, easy reading but very thought-provoking
- A good approach to developing positive attitudes
- The answers the children convey provide information one couldn't find elsewhere
- Filled with effective photographs

Weaknesses:

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Title: What is a Handicap?Author: BFA Educational MediaPublisher: SamePublication Date: 1978 Price: \$84.00

1. Descriptors

- | | |
|--|--|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☒ Counseling | ☒ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☒ Emotional Disabilities | ☒ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☒ Other (please specify):
<u>Language</u> |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☐ counselor | ☐ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☒ children/students |

3. The Grade Level of the material is:

- | | |
|--|------------------------------------|
| ☐ preschool | ☐ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☐ book/pamphlet | ☒ record/tape (4) |
| ☐ computer mediated | ☒ student workbook (24) |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☒ filmstrip/film loop (4) | |

5. Number of pages, if appropriate: _____

6. Running time of media, if appropriate:

_____ hours _____ 20 minutes per filmstrip

ABSTRACT:

The purpose of this series is to show viewers the similarities between themselves and children who are handicapped. Students of this learning package will begin to think about their own strengths and weaknesses, how they relate to exceptional children, and what their is to learn from them.

Components include:

- Mark - orthopedically exceptional
- Rosa - hard of hearing
- Cindy - emotionally disturbed
- Tony - mentally retarded

Strengths:

Contains reproduceable and accompanying lesson plans, including objectives and learning strategy. Well written and produced.

Weaknesses:

High price

Ways to Modify:

Could be used with 7-8 grade junior high students

Evaluator:

Alan Pearlman

Materials Description Form

AT-31

Title: What's the Difference? Teaching Positive Attitudes Toward People with DisabilitiesAuthor: Ellen Barnes, Carol Berrigan, Douglas BiklenPublisher: Human Policy PressPublication Date: 1978

Price: _____

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|---|
| ☐ preschool | ☒ secondary |
| ☒ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 165

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

What's the Difference was written to help teachers and children develop accepting attitudes towards people who are disabled. It is a book of activities that can be used to foster understanding and gain information about handicapped people. It is a response to mainstreaming; to prepare children for disabled students who are now entering their classroom.

It is divided into three major sections: 1)"Introduction-Before Your Start"-deals with myths children have and questions they most often ask about the handicapped and also provides suggestions for teachers on how to create a positive learning environment in which to teach attitudes. 2) "Activities-Doing It"-94 different participant activities are included. Each activity is designed to develop positive attitudes. All the activities are coded according to disability and subject areas and relate to the following: mental retardation, emotional disturbance, motor impairment, visual, speech, hearing and health impairments, and learning disabilities. 3)"Resources-Finding Out"-lists of resources, books for teachers and children, journals, organizations, media resources (films, t.v., slides). The list is further divided into sections that deal specifically with each handicap listed above in the activities chapter-each one gives basic information about the disability and then a listing of resources available.

Strengths:

1. Contains a wide range of activity formats: group discussions, individual paper and pencil work, simulations, role-playing, interviewing, guest speakers, reading, films, visits.
2. Some activities do not require any additional materials.
3. Good use of graphics.

Weaknesses:

Ways to Modify:

Evaluator:

Mary Jo Van Verth

CAREER AND VOCATIONAL EDUCATION

Materials Description Form

C / V - 32

Title: A Different ApproachAuthor: N/APublisher: South Bay Mayor's Committee for Employment of the HandicappedPublication Date: 1978 Price: 16mm film \$275
Video cassette \$150

1. Descriptors

- | | |
|---|--|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☒ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☒ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☒ parents |
| | ☒ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☒ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|--|---|
| ☐ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☒ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: _____

6. Running time of media, if appropriate:

_____ hours _____ 21 minutes

ABSTRACT:

This color film uses humor to discuss the subject of employment of the handicapped. It is about a fictional company who has hired a young, avant garde filmmaker to produce a film on employing the handicapped. Cameo appearances by TV celebrities Ed Asner, Norman Lear, Jim Nabors and Betty White introduce some episodes in the film. These vignettes include satires on advertising approaches, as well as candid interviews where people speak about what it's like to work with, employ, or be, the handicapped.

The film was made for three reasons: 1) encourage employment of the handicapped; 2) encourage the handicapped to build their own self-esteem, and 3) break down the barriers of prejudice against the handicapped.

Strengths:

1. use of humor
2. interesting to watch
3. promotes discussion
4. is for "older" audiences

Weaknesses:

1. shows only the physically handicapped
2. use of humor may offend some
3. sometimes there are so many people talking at once that it is hard to understand

Ways to Modify:

Evaluator:

Dena Goplerud

Title: Career Education for Children with Learning DisabilitiesAuthor: Pamela GillettPublisher: Academic Therapy PublicationsPublication Date: 1978Price: \$15.00

1. Descriptors

- | | |
|---|---|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☒ Learning Disabilities |
| ☒ Career Education/Vocational Education | ☐ Least Restrictive Environme |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☒ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☒ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|---|
| ☐ preschool | ☒ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 196

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

This notebook was developed to assist the teacher of learning disabled students in designing a career education curriculum and to increase the awareness of administrators and parents in this area. The book emphasizes daily living skills, personal-social skills and occupational skills. The activities attempt to develop a positive self-concept which would facilitate decision-making, occupational choice and life adjustment for these special needs students.

The chapters begin with the development of career concepts for the elementary, junior and senior high levels. There is a brief discussion on writing individualized education; followed by a description of the continuum of services in career education. The major portion is devoted to activities for the various educational levels. Suggestions are offered for successfully employing the learning disabled adolescents. The last three chapters are a list of materials to use in career education, including publisher's addresses; recommendations to enhance parent involvement and a summary of future trends in this field.

Strengths:

1. The list of materials is helpful; but would be more worthwhile if age-appropriateness was stated.
2. Activities are appropriate to topic and appear motivating to students.

Weaknesses:

1. The section for parents is so bried evaluator feels it is wasted. Either should be expanded or eliminated.

Ways to Modify:

Evaluator:

Sue Reuter

Materials Description Form

C/V-34

Title: Career Education for Handicapped Children and Youth

Author: Donn E. Brolin and Charles J. Kokaska

Publisher: Charles E. Merrill

Publication Date: 1979 Price: _____

1. Descriptors

- | | |
|---|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☒ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|--|
| ☒ counselor | ☒ administrator |
| ☒ general education teacher | ☒ school specialist(s) |
| ☒ special education teacher | ☒ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 433

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

This book attempts to present career education as a whole life process for all handicapped individuals. The book provides a mix of vocational needs, daily living skills, personal-social needs, and occupational skills for preschoolers through adult. Presented are 22 competencies for different settings (home, school and community) and five stages of development (awareness, exploration, preparation, placement and follow-up). Also presented are strategies and resources for teaching career skills and suggestions for involving both family and community in career education.

Part one of the text review career services and development for a variety of handicapping conditions. In part two the text surveys career instruction for the handicapped and conceptualizes life centered career education in personal-social, daily living, and occupational skills. Part three presents strategies for planning and conducting career education programs. Part four discusses how community agencies, families, and businesses can assist in these programs. Part five looks to the future of career education.

Strengths:

Very thorough coverage of career education.

Weaknesses:

Ways to Modify:

Evaluator:

N. S. Rees

Materials Description Form

C/V-35

Title: Career Exploration and Preparation for the Special Needs LearnerAuthor: L. Allen Phelps and Ronald LutzPublisher: Allyn and Bacon, Inc.Publication Date: 1977 Price: _____

1. Descriptors

- | | |
|---|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☒ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☒ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☒ secondary |
| ☐ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 359

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

The overall approach of the authors to career education is one of cooperative effort by special and vocational educators, parents, employers, coordinators, and curriculum planners. It contains guidelines, practical suggestions and a series of progressive steps for planning and implementing individualized career education programs.

Part One focuses on identifying the exceptional learner, exploring and preparing them for careers, and an overview of those working with special needs students and ways of cooperatively teaching the career skills.

Part Two presents a series of processes designed for setting up and evaluating instructional programs. These include:

1. Techniques for identifying and assessing learning needs;
2. Discussions of a variety of handicapping conditions;
3. Guidelines for team-oriented instruction; and
4. Individual case studies.

The Appendix contains several examples for keeping student's record of progress.

Strengths:

1. Stresses a multidisciplinary team approach to planning and implementing career education programs.
2. Interperses examples of typical cases with techniques.

Weaknesses:

Ways to Modify:

The author suggests that the book is basically a curriculum that could also be used with graduate and advanced undergraduate students.

Evaluator:

Sue Reuter

Materials Description Form

C /V -36

Title: Expanding Options for Handicapped Persons Receiving Vocational Education

Author: West Virginia Institute of Technology

Publisher: same

Publication Date: 1976

Price: _____

1. Descriptors

- ☐ Assessment
- ☐ Attitudes Toward the Handicapped
- ☒ Career Education/Vocational Education
- ☐ Consultation/Organizational Development
- ☐ Counseling
- ☐ Due Process
- ☐ Emotional Disabilities
- ☐ Health Impairments
- ☐ Hearing Disorders
- ☐ Individualized Education Program (IEPs)

- ☐ In-Service Training
- ☐ Learning Disabilities
- ☐ Least Restrictive Environment
- ☐ Legislation
- ☐ Mental Disabilities
- ☐ Parenting
- ☐ Physically Handicapped
- ☐ Placement/Staffing
- ☐ Programming
- ☐ Visual Impairments
- ☐ Other (please specify): _____

2. The Target Audience for this material is:

- ☒ counselor
- ☒ general education teacher
- ☒ special education teacher

- ☒ administrator
- ☐ school specialist(s)
- ☒ parents
- ☐ children/students

3. The Grade Level of the material is:

- ☐ preschool
- ☐ elementary

- ☒ secondary
- ☐ adult

4. The Instructional Format is:

- ☒ book/pamphlet
- ☐ computer mediated
- ☐ game
- ☐ film
- ☐ filmstrip/film loop

- ☐ record/tape
- ☐ student workbook
- ☐ slides
- ☐ video tape

5. Number of pages, if appropriate: 212

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

These guidelines are the product of a conference training institute. The original intent of this group was to develop the guidelines for one specific state, but the contributors felt that all states would have similar needs in stimulating change in vocational education for students who have special educational needs. The four areas discussed are:

1. The operational world is "responsible for setting up the appropriate structures and fulfilling those needs for vocational training and special education programs at the secondary level".
2. The student world is "responsible for setting up the student profile and procedural safeguards coming out of PL 94-142 that are necessary to protect each student throughout the training process".
3. Training world is an area responsible for educating community resources about the needs of vocational training for special learners, identifying available materials for vocational training, identifying effective teaching methods in this field and providing an adequate training environment.
4. Work world is an area responsible for job marketing, development, placement and follow-up of special needs students in vocational training.

These four areas form a matrix and are broken into subobjectives. This matrix includes the tactical arena (area), tactical stem, who is responsible for accomplishing tasks, **where** this individual is employed, how the task will be implemented and when it is to be completed.

Strengths:

1. Practical and usable objectives for planning, implementing, and evaluating a vocational education program for special learners.

Weaknesses:

1. Great deal of superfluous information in beginning of booklet.
2. Training manual located at back of book would be more beneficial at beginning and would help eliminate some confusion.
3. Confusing purpose and layout of information.

Ways to Modify:

Evaluator:

Sue Reuter

Materials Description Form

C / V - 37

Title: Expanding Work Options for Exceptional Students-A Self Instructional Manual

Author: Carole M. Johnson

Publisher: Council for Exceptional Children

Publication Date: 1979

Price: \$7.70

1. Descriptors

- | | |
|---|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☒ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☒ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 158

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

This is a self-instructional manual designed to assist regular and special educators in providing appropriate career education experiences for exceptional youngsters. The manual is divided into 3 sections. Each section contains introductory comments and learner objectives. Section 1, "Fundamentals of Career Education", provides an overview of the concept of career education, its theoretical foundations, definitions, differences in terms of educational programs, its phases and its elements and outcomes. Section 2, "Career Education for Exceptional Individuals", discusses who exceptional individuals are, how exceptionalities may affect career development, and how career education can assist exceptional students. Section 3, "Implementing Career Education for Exceptional Individuals", includes IEPs, identifying and using available resources, approaches to customizing instruction in reading and mathematics, and approaches for active learning experiences. The teacher will be involved in activities throughout the book for developing the skills proposed by the manual.

Strengths:

Weaknesses:

Format is somewhat confusing

Ways to Modify:

Evaluator:

N. S. Rees

Materials Description Form

C/V-38

Title: Job Functional Profile - Part 1Author: Geoffrey Clark MillerPublisher: Mandala PressPublication Date: 1978 Price: _____

1. Descriptors

- | | |
|---|---|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☒ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☒ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other, (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☒ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☒ secondary |
| ☐ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 143

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

This is first of a two part assessment of student's vocational skills and the application of this information to job requirements. The Job Scan Profile (JSP) was developed to summarize the skills necessary for a particular job. This is a four phase approach for determining the vocational skills and transferring the information into a relevant training program for students. The tabbed sections include:

Phase I - "Business Inventory" - Section provides information on how a person contacts community resources as potential employers of students

Phase II - "Job Listings and Clusters" - The Specific Characteristics of Jobs Located Within Firm" will help to analyze job tasks.

Phase III - "Core Skills Listings" - This chapter delineates core skills in a vocational curriculum.

Phase IV - "Detailed Job Analysis" - Additional training is provided through the use of Madison Job Skill Inventory. The inventory gives a detailed analysis of specific jobs.

Strengths:

1. Sample forms have been completed to give reader an idea of the information that is requested.
2. Three-ring notebook and section tabs aid in easy retrieval of forms.

Weaknesses:

Ways to Modify:

1. Possible to use with severely disabled adults.

Evaluator:

Sue Reuter

Title: Life Centered Career Education: A Competency Based ApproachAuthor: Donn E. BrolinPublisher: The Council for Exceptional ChildrenPublication Date: 1978 Price: _____

1. Descriptors

- | | |
|---|---|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☒ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☒ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☒ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☒ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|---|
| ☐ preschool | ☒ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 199

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

This program is based on goals and objectives that were developed from skills and behaviors that adults use daily. The curriculum is concerned with 3 domains-daily living skills, personal-social and occupational-guidance and preparation. These curriculum areas are developed around 22 specific learning competencies. The competencies include such topics managing family finances, maintaining good interpersonal skills and seeking, securing and maintaining employment. Each competency is broken down into sub-competencies which are described in learning objectives. Activities and strategies are suggested for each objective. Roles for teacher, community workers, parents and peers are also proposed.

An assessment instrument of existing competencies prior to instruction is included.

Strengths:

1. Provides a list of commercially available materials to be used with each competency.
2. Skills broken down into manageable teaching units.

Weaknesses:

Ways to Modify:

1. Can be modified for elementary use, especially to increase awareness and exploration of life roles and occupational alternatives.

Evaluator:

Sue Reuter

Materials Description Form

C/V-40

Title: Mainstreaming Guidebook for Vocational Educators Teaching the Handicapped

Author: Peter R. Dahl, Judith A. Appleby, Dewey Lipe

Publisher: Olympus Publishing Company

Publication Date: 1978

Price: _____

1. Descriptors

☐ Assessment

☒ Attitudes Toward the Handicapped

☒ Career Education/Vocational Education

☐ Consultation/Organizational Development

☐ Counseling

☐ Due Process

☐ Emotional Disabilities

☐ Health Impairments

☐ Hearing Disorders

☐ Individualized Education Program (IEPs)

☐ In-Service Training

☐ Learning Disabilities

☒ Least Restrictive Environment

☐ Legislation

☐ Mental Disabilities

☐ Parenting

☐ Physically Handicapped

☐ Placement/Staffing

☒ Programming

☐ Visual Impairments

☐ Other (please specify): _____

2. The Target Audience for this material is:

☐ counselor

☐ general education teacher

☐ special education teacher

☐ administrator

☐ school specialist(s)

☐ parents

☐ children/students

3. The Grade Level of the material is:

☐ preschool

☐ elementary

☐ secondary

☐ adult

4. The Instructional Format is:

☒ book/pamphlet

☐ computer mediated

☐ game

☐ film

☐ filmstrip/film loop

☐ record/tape

☐ student workbook

☐ slides

☐ video tape

5. Number of pages, if appropriate: 331

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

This book was designed as a tool for serving handicapped students in vocational education. The book is broken into 8 chapters that can be read independently and used by the reader. Chapter 1, "Entering the Mainstream: How and Why", serves as an introduction and explanation of mainstreaming. Chapter 2 discusses the development of positive attitudes basic to the success of mainstream. In Chapter 3 is found a description of desirable architectural features of a vocational facility useable by handicapped. Chapter 4 presents methods for assessing handicapped students and using the results to plan IEPs. Modification of curriculum and teaching methods in regular classrooms is discussed in Chapter 5. Chapter 6 lists a variety of problems that might arise in the use of tools and equipment and shows how these problems can be overcome with modification or the use of aids and devices. Chapter 7 shows how handicapped graduates can be placed on the job. And Chapter 8 serves as a brief review and wrap up.

3 appendices are given which include: definitions of handicapping conditions; agencies and organizations serving the handicapped, and a suggested guideline model for LEA use in developing and reviewing IEPs.

Strengths:

1. Written from positive standpoint - shows what handicapped persons can do, not drawbacks
2. Good diagrams and pictures for further illustration
3. Chapter on attitudes gives good guidelines for developing positive attitudes with students, peers, parents, teachers, etc.
4. A pleasant book

Weaknesses:

Ways to Modify:

1. Parts of the book can be adapted to areas of education other than vocational education (i.e. attitude chapter)

Evaluator:

N. S. Rees

Materials Description Form

C/V-41

Title: Preparing Handicapped Students for the World of WorkAuthor: Iowa Dept. of Public Instruction and Midwest Regional Resource Center

Publisher: _____

Publication Date: 1979 Price: _____

1. Descriptors

- | | |
|---|--|
| ☐ Assessment | ☒ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☒ Learning Disabilities |
| ☒ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☒ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☒ Emotional Disabilities | ☒ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☒ secondary |
| ☐ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 333

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

This resource guide contains a series of seven modules designed to acquaint occupational and special educators with a systematic process...for planning, implementing and evaluating individualized educational programs for special needs learners. The modules are:

1. Learner Identification and Analysis
2. Cooperative Instructional Arrangements
3. Instructional Resources
4. Cluster and Content Analysis
5. Instructional Planning
6. Instructional Implementation
7. Evaluation of Learner Progress

Each module includes an introductory statement, case studies describing special needs students and their teachers, goal statements and a description of inservice experiences.

Strengths:

1. Completed sample forms aid in appropriately filling them out.
2. Multiple digit code is used to identify and organize modules, inservice experiences and resource materials.
3. Can use each component on individual basis or as a series of workshops.
4. Case studies give practical application of objectives covered in module.

Weaknesses:

Ways to Modify:

Evaluator:

Sue Reuter

Materials Description Form

C/V-42

Title: Special Needs: Identification and Assessment ProjectAuthor: Rupert Evans and Len AlbrightPublisher: HEW

Publication Date: _____ Price: _____

1. Descriptors

- | | |
|---|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☒ Learning Disabilities |
| ☒ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☒ Emotional Disabilities | ☒ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---------------------------------|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: approx. 150

6. Running time of media, if appropriate:

_____ hours _____ minutes

(over)

ABSTRACT:

The notebook contains nine guides that serve as practical aids for identifying and assessing students with special needs enrolled in vocational education programs.

Guide 1 presents a three phase assessment system and a brief overview of how the components go together to provide structure for the continuous assessment of student needs and progress in vocational education.

Guides 2 through 9 represent the major components of a system for assessing the instructional and supportive service needs of students with learning, behavioral and/or physical difficulties.

Strengths:

1. Can use each component on individual basis.
2. Three-ring binder and tabbed sections make for easy removal of individual components and for quick reference.
3. Completed sample forms included to aid user in appropriate information of these forms.

Weaknesses:

1. Samples of completed forms somewhat hard to read.

Ways to Modify:

1. Could be used with adults.

Evaluator:

Sue Reuter

Materials Description Form

C/V-43

Title: Trainer's Guide to Life Centered Career EducationAuthor: Donn Brolin et al.Publisher: Council for Exceptional ChildrenPublication Date: 1978Price: \$38.50

1. Descriptors

- | | |
|---|---|
| ☐ Assessment | ☒ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☒ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☒ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☐ counselor | ☒ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|------------------------------------|---|
| ☐ preschool | ☒ secondary |
| ☐ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 264

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

The Trainer's Guide... was developed to help administrators initiate a career education program for handicapped students at the secondary level. The notebook provides directions and materials for a series of workshops aimed at creating a team of people including teachers, parents, community workers, and others that could help in developing and monitoring career education programs appropriate to the community. The outcome of these workshops is a career education plan.

There are five sections contained in the manual. They are:

1. "Introduction" - an overview of program components
2. "Personal Responsibilities" - information regarding effective group facilitating
3. "Career Education Planning" - an explanation of how career education can be developed and implemented in the secondary schools
4. "Evaluation Procedures" - procedures and measures for conducting needs assessment studies, evaluating workshop effectiveness and assessing student competency attainment
5. "Workshop Guidelines" - an outline of each session's content including goals and objectives, activities, preparation, special considerations and the trainer's role.

Strengths:

1. Reproduceable transparencies are included.
2. Three-ring binder makes it easier to remove individual lessons.

Weaknesses:

Ways to Modify:

The workshops can be adapted for use by university personnel responsible for teaching career education.

Evaluator:

Sue Reuter

Materials Description Form

C/V-44

Title: Vocational Education for the Handicapped: Resource Guide to Federal RegulationsAuthor: William HalloranPublisher: Texas Regional Resource CenterPublication Date: 1978

Price: _____

1. Descriptors

- | | |
|---|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☒ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☒ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|--|
| ☒ counselor | ☒ administrator |
| ☐ general education teacher | ☒ school specialist(s) |
| ☒ special education teacher | ☒ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 267

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

The resource guide provides an overview of three major laws affecting vocational education for the handicapped. They are the Rehabilitation Act of 1973, The Education of All Handicapped Act (Amended in 1975) and the Vocational Education Act of 1963 (Amended in 1976). These three pieces of legislation are compared and analyzed as to their regulations, definitions, main points and how they relate to handicapped youths in special and vocational education.

The appendices include a copy of their federal regulations.

Strengths:

1. The appendices contain the currently approved final regulations for the laws and aid in locating the official reference.
2. Useful reference guide in summarizing major elements of regulations.
3. Resource guide is written in relatively non-technical terms which make it easier for the layperson reading this material.

Weaknesses:

Ways to Modify:

Evaluator:

Sue Reuter

Materials Description Form

C / V - 45

Title: Vocational Education of Handicapped Students: A Guide for Policy DevelopmentAuthor: Sharon Davis and Michael WardPublisher: Council for Exceptional Children

Publication Date: _____ Price: _____

1. Descriptors

- | | |
|---|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☒ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☒ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☒ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☐ counselor | ☒ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 81

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

This guide is designed to assist state and local educational agencies and intermediate educational units in developing administrative policies for the vocational education of handicapped students. It contains general descriptions of policy areas for which the local education agency should develop specific policies and procedures based on the local situation. The guide is divided into nine sections. Five sections present policy areas oriented toward identifying and serving handicapped students. They are: Identification of Students; Vocational Assessment; Individualized Education Programs; Program Placement; and Service Delivery. Four sections address administrative concerns. They are: Planning and Administration; Facilities and Equipment; Personnel; and Fiscal Management. The table of contents lists the policy areas and serves as a quick reference. A definition of terms is given at the beginning of the guide.

Strengths:

Well organized and easy to locate individual policy areas.

Weaknesses:

Ways to Modify:

Evaluator:

N. S. Rees

Materials Description Form

C/V-46

Title: Vocational Entry-Skills for Secondary Students

Author: Winifred Y. Washburn

Publisher: Academic Therapy Publications

Publication Date: 1975

Price: approx. \$10.00

1. Descriptors

- | | |
|---|---|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☒ Learning Disabilities |
| ☒ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☒ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 350

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

This product is a teachers manual and student workbook presenting teaching units developed to supply short-term training in Basic Skills needed for entry into beginning vocational classes and entry level jobs. The lessons are sequenced to supply skills commonly deficient among secondary learning disabled students. The manual is set into five parts:

- A. Vocational Academics
- B. Vocational Resources
- C. Vocational Values and Attitudes
- D. Vocational Preparation, and
- E. Vocational Hands-on Training

The teaching manual concludes with an inclusive bibliography and reference list. The separate student workbook contains worksheets for the individual teaching units.

Strengths:

Weaknesses:

Ways to Modify:

Lessons could be modified for lower achieving students

Evaluator:

N.S. Rees

INDIVIDUAL AND GROUP COUNSELING

Materials Description Form

C / V - 47

Title: Working with Special Needs Students in Vocational Education Classes - Teacher's ManualAuthor: Kansas Vocational Needs Task ForcePublisher: same

Publication Date: _____ Price: _____

1. Descriptors

- | | |
|---|---|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☒ Learning Disabilities |
| ☒ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☒ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☒ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☒ secondary |
| ☐ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: Modules are individually numbered, approx. 300 pages

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

The material was developed as a training packet to be presented to vocational educators. The objectives of this workshop are that the participants will be able to:

1. Use constructive confrontation techniques in dealing with stress or conflict situations;
2. Experience the frustration encountered by the mildly mentally retarded or learning disabled student;
3. Adapt their curriculum to meet the needs of the mentally retarded, behavior disordered or learning disabled student;
4. Provide guidelines and practice in keeping teacher-written or revised classroom materials clear and direct.

There are seven modules that deal with these objectives and each one requires about 1 hour to present.

Strengths:

1. Modules seem complete; cover sheet useful for quickly identifying components of each workshop.
2. Notebook format makes for easy retrieval of information.

Weaknesses:

1. Tabs separating each module would improve organization of notebook.

Ways to Modify:

1. Some of the material could be adapted for any child experiencing learning or behavior problems, but not so labeled.
2. The suggestions for working with these children could be distributed for use to general educators teaching with "mainstreamed" students.

Evaluator:

Sue Reuter

Materials Description Form

I/G-48

Title: Alternative Teaching Strategies-Helping Behaviorally Troubled Children Achieve: A Guide for Teachers and Psychologists
Author: Marshall S. Swift and George Spivak

Publisher: Research Press

Publication Date: 1977 Price: _____

1. Descriptors

- | | |
|--|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☒ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☒ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☒ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|--|
| ☒ counselor | ☐ administrator |
| ☒ general education teacher | ☒ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 217

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

The goal in mind for writing this book is to aid in assessing and programming for children who display behaviors which impede learning. The book provides two major kinds of information including: specific information about overt classroom behaviors that affect or reflect academic success or failure, and information and suggestions about alternatives and academic achievement. The book focuses on specific behaviors, behavior groupings, and total behavior patterns such as: the overreliant, intellectual dependent student; the impatient, unreflective child; the restless, socially overinvolved student and others. Along with these specific behaviors and teaching strategies, the last chapter deals with common elements and general considerations of teaching strategies.

The book has 12 chapters dealing with the behavior and strategies for each behavior. Each chapter has a separate bibliography in the reference section.

Strengths:

1. Clearly and strongly written.
2. The strategies are very concrete and usable in the classroom.
3. Gives an organized approach to problem behaviors.
4. Reads easily.

Weaknesses:

Ways to Modify:

Evaluator:

N.S. Rees

Materials Description Form

I/G-49

Title: Behavioral Disorders: A Manual for Teachers and School AdministratorsAuthor: George J. Yard, Ph.D.Publisher: MRRCPublication Date: 1977 Price: _____

1. Descriptors

- | | |
|--|--|
| ☒ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☒ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☒ Placement/Staffing |
| ☐ Hearing Disorders | ☒ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☒ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|------------------------------------|
| ☐ preschool | ☐ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 95

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

The purpose of this manual is to provide a guideline for schools who have or may have behaviorally disordered children. Although this manual is written for the state of Missouri, much of the material could be used by any school district. The first section of the manual establishes the legal basis for providing education services including the Missouri Handicapped Act and PL 94-142. The second section on learner and behavioral conflicts includes a definition of behavioral disorder; behavioral characteristics of mild, moderate and severe disorders; considerations for local school districts; excerpts from two publications; and the Creed for Exceptional Children. The third section on identification and diagnosis is divided into two parts: screening procedure and the diagnostic process. Structures and procedures are given, including checklists and implications for local districts. Section four on the educational program discusses assignment to special services; service alternatives (with a cascade model) and implications for the local districts. Sections five and six state sources of revenue and teacher and personnel certification requirements for the state of Missouri.

Appendix A lists some prevalent standardized test instruments including achievement and diagnostic tests, intelligence tests, personality measures and behavior rating scales. Appendix B gives a selected list of films Strengths: relating to behavior disorders. Appendix C is a bibliography.

1. Appendices A and B give good listings of tests and films.
2. Format reads easily and smoothly.
3. An individual example is carried through sections 2 through 4, this helps explain the procedures for placement.
4. The goal of the document was well met.
5. The sections flowed in good progression.

Weaknesses:

Ways to Modify:

Could be adapted to other states.

Evaluator:

N.S. Rees

Materials Description Form

1/G-50

Title: Behavior Disorders: Helping Children With Behavioral ProblemsAuthor: A. Lee Parks, Ph.D.Publisher: Learning ConceptsPublication Date: 1976 Price: _____

1. Descriptors

- | | |
|--|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environme. |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☒ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☒ Parenting |
| ☒ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|---|---|
| ☐ preschool | ☒ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 119

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

This book is one of six in the Mainstreaming Series written for the regular classroom teacher to give basic information regarding exceptionalities and to give practical suggestions to enhance the education of the mainstreamed child. As with the others, this book uses a cartoon format. It is broken into 3 chapters. Chapter I describes some behaviors of the behavior disordered child. Chapter II briefly describes 4 theories of behavior disorders including the psychodynamic, psychoneurological, psychoeducational and behavioral models. Chapter III gives information on applying consequences to behaviors, shaping behaviors, measurement and graphing and applied examples in school and home settings. Appendix A includes a checklist of steps for program development and some sample data sheets for graphing behaviors.

The book states in the introduction a bias toward the behavior model and management.

Strengths:

1. format provides for quick, easy and interesting reading
2. cartoons promote a sense of humor and could be easily be used for overhead presentations
3. each chapter includes contents to be covered and review of contents at the end - very clear objectives
4. this book could easily be used by parents as well as teachers

Weaknesses:

Ways to Modify:

Evaluator:

N.S. Rees

Materials Description Form

I/G-51

Title: Caring and Sharing - Becoming a Peer FacilitatorAuthor: Robert D. Myrick, Tom ErnyPublisher: Educational Media CorporationPublication Date: 1978Price: \$6.95

1. Descriptors

☐ Assessment
☐ Attitudes Toward the Handicapped
☐ Career Education/Vocational Education
☐ Consultation/Organizational Development
☒ Counseling
☐ Due Process
☐ Emotional Disabilities
☐ Health Impairments
☐ Hearing Disorders
☐ Individualized Education Program (IEPs)

☐ In-Service Training
☐ Learning Disabilities
☐ Least Restrictive Environment
☐ Legislation
☐ Mental Disabilities
☐ Parenting
☐ Physically Handicapped
☐ Placement/Staffing
☐ Programming
☐ Visual Impairments
☐ Other (please specify):

2. The Target Audience for this material is:

☒ counselor
☐ general education teacher
☒ special education teacher

☐ administrator
☒ school specialist(s)
☐ parents
☐ children/students

3. The Grade Level of the material is:

☐ preschool
☐ elementary

☒ secondary
☒ adult

4. The Instructional Format is:

☒ book/pamphlet
☐ computer mediated
☐ game
☐ film
☐ filmstrip/film loop

☐ record/tape
☐ student workbook
☐ slides
☐ video tape

5. Number of pages, if appropriate: 216

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

The program began as a result of the use and abuse of drugs. Concerned parents, teachers and students met to discuss this problem and explore possible solutions to help these young people. The group initiated this training program in basic counseling skills for high school students. A class was started and interested pupils met 50 minutes per day for 9 weeks to learn facilitative skills for promoting positive growth. These skills were refined when students worked with elementary school children.

To develop these counseling skills, the authors cover the following topics: role descriptions, human behavior and interpersonal relationships, attentive listening, facilitative response and feedback, decision-making, assessment, preparing to help and problem moments. Activities are provided for each area.

Strengths:

1. Relevant information
2. Activities appropriate to topics
3. Flexible program to provide for individual differences and variations in background and experiences.

Weaknesses:

Ways to modify:

Could be used in peer counseling of adults.

Evaluator:

S. Reuter

Materials Description Form

1/G-52

Title: Counseling and Psychology in Elementary SchoolsAuthor: Henry Kaczowski and C. H. PattersonPublisher: Charles C. ThomasPublication Date: 1975Price: \$22.50

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☒ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☒ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☒ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|---|
| ☐ preschool | ☒ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 364

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

The primary focus of this book is to describe the role of the elementary school counselor as s/he works with staff, administration, parents, community and children. The authors state the goal of education is to develop self-actualizing individuals and the counselors are members of the educational team that aid in this process. As facilitators of personal growth they act as problem-solvers to help others realize their potential.

The book begins with a brief summary of the development of counseling in the elementary schools, and a discussion of models for counselors. A chapter regarding learning disabled children is included in Part II of "The Counselor and the Child". The final section looks at this role in regards to school and the community, and includes an explanation for utilizing research information.

Strengths:

Good detailed information with regards to elementary school counselor's role with school community.

Weaknesses:

Chapter on learning disabilities is a brief description of a child with special needs. Evaluator felt because of its brevity that it did not blend with the overall purpose of the book.

Ways to Modify:

Evaluator:

Sue Reuter

Materials Description Form

I/G-53

Title: Counseling High School Students: Special Problems and ApproachesAuthor: John G. Cull and Richard E. HardyPublisher: Charles C. ThomasPublication Date: 1974Price: \$10.75

1. Descriptors

☐ Assessment
☐ Attitudes Toward the Handicapped
☐ Career Education/Vocational Education
☐ Consultation/Organizational Development
☒ Counseling
☐ Due Process
☐ Emotional Disabilities
☐ Health Impairments
☐ Hearing Disorders
☐ Individualized Education Program (IEPs)

☐ In-Service Training
☐ Learning Disabilities
☐ Least Restrictive Environment
☐ Legislation
☐ Mental Disabilities
☐ Parenting
☐ Physically Handicapped
☐ Placement/Staffing
☐ Programming
☐ Visual Impairments
☐ Other (please specify):

2. The Target Audience for this material is:

☒ counselor
☐ general education teacher
☐ special education teacher

☐ administrator
☐ school specialist(s)
☐ parents
☐ children/students

3. The Grade Level of the material is:

☐ preschool
☐ elementary

☒ secondary
☐ adult

4. The Instructional Format is:

☒ book/pamphlet
☐ computer mediated
☐ game
☐ film
☐ filmstrip/film loop

☐ record/tape
☐ student workbook
☐ slides
☐ video tape

5. Number of pages, if appropriate: 256

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

Counseling High School Students is a compilation of a variety of special concerns for the High School counselor discussed by the contributors to this book. These topics of interest are:

1. Counseling with Non-College Bound Adolescents
2. Career Counseling
3. Group Counseling with Adolescents in the School Setting
4. Use of the Dictionary of Occupational Titles in Counseling
5. Counseling for Job Readiness
6. Problems of the Delinquent Adolescent Boy/Girl
7. Educational and Psychological Appraisal of the Disadvantaged
8. The Effect of Mood Altering Drugs: Implications for the Counselor
9. Language of the High School Drug Culture

Each chapter consists of an abbreviated outline of subtopics, a summary statement and reference listing.

Strengths:

1. Easy to read; outline at beginning of each chapter helpful guide
2. Discusses variety of situational concerns

Weaknesses:

Ways to Modify:

Evaluator:

Sue Reuter

Materials Description Form

I/G-54

Title: Guidance, Counseling, and Support Services for High School Students
with Physical DisabilitiesAuthor: June C. FosterPublisher: Technical Education Research Centers, Inc.Publication Date: 1977

Price: _____

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☒ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☒ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☒ counselor | ☐ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☒ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 457

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

The book's orientation is to issues, materials, practices and resources important in serving pupils with physical disabilities/chronic health problems. The text is to assist counselors in utilizing this information to reach his/her goal of helping students "attain their fullest academic and career potential as well as personal and social adjustment". The authors consider guidance counselors as advocates for fostering this personal and educational growth for both general and special students.

The manual is divided into two parts. Part One presenting an overview of various handicapping conditions such as, visual and hearing impairments, diabetes, muscular dystrophy, cerebral palsy, traumatic spinal cord injuries, epilepsy, spina bifida and hemophilia.

The remaining topics of this section address the following: 1) Coordinating the delivery of services, 2) Personal adjustment, 3) Educational Planning, 4) Career Development and Guidance, 5) Vocational assessment, 6) Psychometric Testing, 7) Job Placement, 8) Parent Involvement.

Part Two is a compilation of national and state resources to assist in providing additional services and/or information concerning this targeted population.

Strengths:

1. Handicaps discussed were written in nontechnical terms.
2. Practical ideas and techniques regarding counseling strategies.
3. Good comprehensive guide on targeted group.

Weaknesses:

Ways to Modify:

The planning and coordinating of service delivery systems could be applied to other disabilities.

Evaluator:

Materials Description Form

I/G-55

Title: Guidance Needs of Special Populations

Author: Thelma C. Lennon

Publisher: National Center for Research in Vocational Education

Publication Date: 1979 Price: _____

1. Descriptors

- | | |
|---|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☒ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☒ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☒ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☒ counselor | ☐ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|---|------------------------------------|
| ☒ preschool | ☐ secondary |
| ☐ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|--|---|
| ☐ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 27

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

This book speaks to counselors and educators about the need for more effective guidance programs for special needs populations. The special needs populations under consideration are the handicapped, the socio-economically disadvantaged, and those from different cultural backgrounds. Special populations are those persons who have different sets of needs (e.g. physical, emotional, social, instructional) and require additional services to insure educational and individual success.

Guidance Needs of Special Populations is divided into the following sections:

1. "Responsibilities of Public Education"-discusses PL 94-142
2. "Definitions fo Special Populations" - defines special needs populations
3. "Characteristics of Special Populations" - identifies characteristics which determine their guidance and counseling needs
4. "Meeting the Guidance Needs of Special Populations"-defines guidance, including career and vocational guidance, and gives three models for alternative counseling-systematic, transcendent, and stylistic counseling.

The book concludes with suggestions, conclusions, and recommendations for teachers and counselors to use in facilitating programs for special needs populations.

Strengths:

A short, easy-to-read handbook containing practical suggestions and ideas, especially for counselors, when working with the special populations discussed.

Weaknesses:

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Materials Description Form

I/G-56

Title: Individual and Group Counseling: A Competency-Based Manual for Inservice TrainingAuthor: Stanley Fagen and Leonard GuedaliaPublisher: Psychoeducational Resources, Inc.Publication Date: 1970Price: 9.00

1. Descriptors

- | | |
|--|--|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☒ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|------------------------------------|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 238

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

The writers define counseling as a two-way communication process in which a helper seeks to enhance a helpee's self-awareness, self-acceptance and self-control; these helping relationships being crucial for success and achievement. The training program attempts to increase a teacher's skills in promoting healthy self-concepts.

The manual is divided into six modules, "Introduction to Counseling and Helping", "Comprehending and Clarifying Individual Communications", "Respect and Empathy Training", "Self-Acceptance: I Messages", "Life Space Analysis and Working Toward Resolution" and "Planning for Group Counseling". The modules may vary from 1 to 5 sessions, each emphasizing a sub-competency.

Strengths:

1. Each module appears fairly complete in content and details necessary for implementing training programs (i.e. - time allotment, objectives, evaluation procedure, etc.)

Weaknesses:

Ways to Modify:

1. Techniques useful for special educators

Evaluator:

Sue Reuter

Materials Description Form

I/G-57

Title: Mainstreaming: Answers to Your Classroom Management Problems

Author: Consultant: Clara Lockridge

Publisher: Guidance Associates

Publication Date: 1978 Price: _____

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ <u>D</u> counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 190 (combination of 8 booklets)

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

Mainstreaming: Answers to Your Classroom Questions is composed of 8 monographs which each cover a specific aspect of LRE. The titles and topics of the booklet are:

- A. Terminology
- B. Assessment and Referral
- C. Individualizing Instruction
- D. Roles and Responsibilities
- E. Discipline
- F. Disruptive Behavior
- G. Crisis in the Classroom
- H. Socialization

Booklet Format:

1. Possible questions from teachers of different subject matters and concerns are posed and answered in each of the booklet areas
2. A Table of Contents is at the beginning of each booklet representing the topic covered in each question

Strengths:

1. Questions posed are universal
2. Answers are supportive and should make teacher feel stronger and more competent to handle situations of their concern
3. Extremely creative approaches to dealing with classroom management
4. Runs the gamut from discussing educational organization to dealing with the child's emotions and problems
5. Easy and interesting to read. The use of students' first names and the conversational tone, make the reader feel as though he's sitting in on a conversation
6. As helpful for regular students as it is for dealing with the handicapped

Weaknesses:

Ways to Modify:

Evaluator:

Scarlett Porter

Materials Description Form

I/G-58

Title: 100 Ways to Enhance Self-Concept in the ClassroomAuthor: Jack Canfield & Harold C. WellsPublisher: Prentice-Hall, Inc.Publication Date: 1976Price: not given

1. Descriptors

- | | |
|--|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☒ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |

☒ Other (please specify):Self concepts + Learning

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☒ children/students |

3. The Grade Level of the material is:

- | | |
|--|---|
| ☐ preschool | ☒ secondary |
| ☒ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 253

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

One Hundred Ways to Enhance Self-Concept In The Classroom is a practical handbook written for parents and teachers. It contains over one hundred techniques and exercises designed to further one's sense of identity and self-esteem. It is the hopes of the authors that this book will also serve as a resource for helping educators create positive and productive learning environments. For parents, the book provides ways to enhance the level of communication with their children and to help their children develop confidence in them selves.

The activities are divided into the following seven sections: 1) "Getting Started" 2) "Where Am I going?" 3) "My Strengths" 4) "Whom Am I" 5) "Accepting My Body" 6) "The Language of Self" and 7) "Relationship with Others"

The various exercises in the book are aimed at getting students to take a good look at themselves, to explore themselves, to interact with others, to know where they are, where they are going, and who they want to be.

Strengths:

- Both individual and group activities are included
- Exercises could be used with any grade level (Kindergarten through college) or age group.

Weaknesses:

Ways to Modify:

- Could be adopted to an inservice "self-awareness" session for adults

Evaluator: M.J. VanVerth

Title: The Complete Book of Peer CounselingAuthor: Mimi and Don SamuelsPublisher: Fiesta Publishing Corp.Publication Date: 1975 Price: \$5.95

1. Descriptors

- | | |
|--|--|
| ☐ Assessment | ☒ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☒ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☒ Other (please specify):
Peer Counseling |

2. The Target Audience for this material is:

- | | |
|---|--|
| ☒ counselor | ☐ administrator |
| ☒ general education teacher | ☒ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☒ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 191

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

The book is arranged in three sections. Part One provides the reader with an overview of current and past devices used to eliminate or reduce negative behavior patterns, especially emphasizing the drug abuse program. An evaluation of these programs are also discussed.

Part Two is a description of the "how-tos" of organizing and implementing a peer counseling program within one's immediate environment. The Samuels outline 15 daily sessions, including instructions for topics discussions, activities and exercises.

The final section is a series of evaluation instruments useful in assessing program effectiveness.

Strengths:

1. Practical guide with detailed instruction.
2. Each training session has an objective for establishing purpose.
3. Evaluation samples included for counselor, counselee, and teacher advisor.

Weaknesses:

Ways to Modify:

Although the program does address the area of drug abuse, the author's suggest that the overall goal is one of developing decision-making skills, which is applicable for use with any inter/intra personal conflict.

Evaluator:

Sue Reuter

Materials Description Form

I/G-60

Title: The Guidance of Exceptional ChildrenAuthor: John Curtis Gowan, George Demos, Charles KokaskaPublisher: Longman, Inc.Publication Date: 1980 Price: \$11.50

1. Descriptors

- | | |
|--|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☒ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☒ counselor | ☐ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|------------------------------------|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 465

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

This book is a compilation of articles regarding counseling the handicapped. Chapter One provides an overview of trends in counseling of special needs children, the counselor's role, and contribution in guidance of exceptional learners, the importance of self-concept in counseling and assessment of work potential of the handicapped. The remaining chapters deal with the counseling process and handicapping conditions --- The Gifted Child, Underachievers, The Emotionally Disturbed Child, The Mentally Retarded Child, The Blind Child, The Deaf Child and, The Miscellaneous Physically Handicapped Person.

Strengths:

1. Chapter previews provide good introduction and summary of articles contained with each section.

Weaknesses:

1. Many of the articles have been reprinted from the first edition; many dated pre-seventies
2. Outdated terms used in writing--i.e. mental defectives
3. Does not address the learning disabled child
4. Articles tend not to tie together under chapter headings, especially in the overview.

Ways to Modify:

137

Evaluator:

Sue Reuter

Title: Youth Helping Youth: A Handbook for Training Peer FacilitatorsAuthor: Robert D. Myrick, Tom ErneyPublisher: Educational Media Corp.Publication Date: 1979 Price: 6.95

1. Descriptors

- | | |
|--|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☒ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☐ counselor | ☐ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☒ secondary |
| ☐ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 216

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

This manual is useful for training secondary level students to become peer facilitators. The book accompanies the students' version, Becoming a Peer Facilitator, and was developed to establish and administer the program or augment an existing one.

Nine chapters parallel the student handbook, "Peers as Helpers", "Human Behavior and Interpersonal Relationships", "Attentive Listening", "The Facilitative Responses", "Facilitative Feedback: Praising & Confronting", "Responsible Decision-Making", "Assessing Self and Others", "Getting Ready to Help Others" and "Problem Moments". Chapter Highlights summarizes the activities from the student handbook and Guidelines for Training present practical suggestions for implementing these tasks. Additional rationale and explanations are provided.

Strengths:

1. Practical guide for implementing peer facilitators program.
2. Supplemental activities provide variety of learning situations.
3. Bibliography helpful for additional resources.

Weaknesses:

Ways to Modify:

1. Could be useful as a mini-workshop.

Evaluator:

Sue Reuter

**INTEGRATING HANDICAPPED STUDENTS
INTO GENERAL EDUCATION CLASSES**

Materials Description Form

IN-62

Title: Classroom Disturbance: The Principal's DilemmaAuthor: William C. MorsePublisher: Council for Exceptional ChildrenPublication Date: 1971

Price: _____

1. Descriptors

☐ Assessment
☒ Attitudes Toward the Handicapped
☐ Career Education/Vocational Education
☐ Consultation/Organizational Development
☐ Counseling
☐ Due Process
☐ Emotional Disabilities
☐ Health Impairments
☐ Hearing Disorders
☐ Individualized Education Program (IEPs)

☐ In-Service Training
☐ Learning Disabilities
☒ Least Restrictive Environment
☐ Legislation
☐ Mental Disabilities
☐ Parenting
☐ Physically Handicapped
☐ Placement/Staffing
☐ Programming
☐ Visual Impairments
☐ Other (please specify): _____

2. The Target Audience for this material is:

☐ counselor
☐ general education teacher
☐ special education teacher

☒ administrator
☐ school specialist(s)
☐ parents
☐ children/students

3. The Grade Level of the material is:

☐ preschool
☐ elementary

☐ secondary
☒ adult

4. The Instructional Format is:

☒ book/pamphlet
☐ computer mediated
☐ game
☐ film
☐ filmstrip/film loop

☐ record/tape
☐ student workbook
☐ slides
☐ video tape

5. Number of pages, if appropriate: 52

6. Running time of media, if appropriate:

_____ hours _____ minutes

141

(over)

ABSTRACT:

In this booklet, the author relates his view of the roles and responsibilities of the school principal in relation to special education, in particular the emotionally disturbed. The topics discussed are: the school's role in prevention and rehabilitation; the types of pathology one can expect to find, and what the principal himself can do about particular children and his school in his role as a special educator. The booklet is written from the viewpoint of the principal as a change agent and a child advocate.

The booklet is broken into 5 brief chapters with a reference listing.

Strengths:

1. Written from a positive standpoint

Weaknesses:

1. Format does not lend to easy reading
2. Content appears to largely opinion-based information

Ways to Modify:

Evaluator:

N. S. Rees

Materials Description Form

IN-63

Title: Developing and Implementing Individualized Education Programs (IEPs)Author: Ann P. Turnbull, Bonnie B. Strickland and John C. BrantleyPublisher: Charles E. Merrill Publishing Co.Publication Date: 1978 Price: _____

1. Descriptors

- | | |
|---|---|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☒ Programming |
| ☒ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|--|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☒ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 344

6. Running time of media, if appropriate:

_____ hours _____ minutes

143

(over)

ABSTRACT:

This book is for educators who need assistance and training in developing skills on how to develop and implement IEPs in compliance with state and federal legislation.

It is divided into 4 major parts:

1. "The IEP-Translating Legislative Requirements into Educational Practice" - P. L. 94-142, IEPs, due process, LREs, parental participation, etc. are presented
2. "Procedural Guidelines for IEP Development"- focuses on the referral process to development of the IEP
3. "Mechanics of IEP Development and Implementation"-covers the actual development of the IEP, each chapter discusses one of the requirements (levels of performance, annual goals, short-term objectives, evaluation procedures, and placement decisions)
4. "Orientation of School Faculty" - this part provides suggestions for preparing school personnel for IEP responsibilities

Strengths:

1. Each chapter identifies its objectives and provides a summary
2. Good summary of PL 94-142
3. Useful appendices-screening tests, checklists, sample IEP forms, curriculum guides, etc.

Weaknesses:

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Materials Description Form

IN-64

Title: Emotionally Handicapped Pupils-Total IEP Implementation Now and The Future
Conference Proceedings November 5-7, 1978

Author: _____

Publisher: Division for Exceptional Children-North Carolina DPI and Mid-East RRCPublication Date: 1979 Price: _____

1. Descriptors

- | | |
|---|---|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☒ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☒ Programming |
| ☒ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☒ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 144

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

This document contains the presentations of the conference by the same name that took place in North Carolina, November 5-7, 1978. There were seven presentations including: a state of the art address by the North Carolina Superintendent, Craig Phillips, Dr. William Morse's diagnostic planning grid, the IEP Developmental Phase by A.J. Pappanikou, William Rhode's views on responsibility for changing ourselves and the system, Theodore Drain on Interagency Cooperation, The Madison School Model, and Division TEACCH for autistic children.

In addition to the presentations there is a section entitled Action Plans: Problem Areas Defined and Solution Strategies Explored. These strategies are addressed to the topics of: Interagency Agreements, Continuum of Services, Secondary Programming, Personnel Development, and Developing Guidelines for Emotionally Handicapped.

Also included in this document are listings of persons attending the conference and state consultants for emotionally handicapped.

Strengths:

1. Good presentation of Madison School Model-a good list of behavioral objective sequence.

Weaknesses:

1. This document does not read as easily as some.
2. Only the Madison School Model Presentation seemed to be of strong quality-the remaining presentations didn't seem to flow together to meet a common goal.

Ways to Modify:

Evaluator:

N. S. Rees

Materials Description Form

IN-65

Title: Iowa Study: Preliminary Report Reintegration of Emotionally Disabled PupilsAuthor: Iowa DPI Special Education DivisionPublisher: samePublication Date: 1979

Price: _____

1. Descriptors

☐ Assessment
☐ Attitudes Toward the Handicapped
☐ Career Education/Vocational Education
☐ Consultation/Organizational Development
☐ Counseling
☐ Due Process
☒ Emotional Disabilities
☐ Health Impairments
☐ Hearing Disorders
☐ Individualized Education Program (IEPs)

☐ In-Service Training
☐ Learning Disabilities
☒ Least Restrictive Environment
☐ Legislation
☐ Mental Disabilities
☐ Parenting
☐ Physically Handicapped
☐ Placement/Staffing
☐ Programming
☐ Visual Impairments
☐ Other (please specify): _____

2. The Target Audience for this material is:

☐ counselor
☐ general education teacher
☐ special education teacher

☒ administrator
☐ school specialist(s)
☐ parents
☐ children/students

3. The Grade Level of the material is:

☐ preschool
☐ elementary

☐ secondary
☒ adult

4. The Instructional Format is:

☒ book/pamphlet
☐ computer mediated
☐ game
☐ film
☐ filmstrip/film loop

☐ record/tape
☐ student workbook
☐ slides
☐ video tape

5. Number of pages, if appropriate: 45

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

This is a preliminary report summarizing data on reintegration of emotionally disabled pupils collected in the Spring of 1978 directly from teachers of the emotionally disabled in Iowa. The report deals with the totals, means and standard deviations of the various items included in a questionnaire returned by these teachers. The questionnaire covers the topic areas of: Background Information (school size, teaching experience, etc.); Reintegration of Pupils; Determining Readiness (of student to integrate); Planning/Procedures; Selection of Integration Site; and Methods/Follow-up. The questionnaire is contained in the appendix. There is a discussion section at the end of the report that summarizes the data and implications for the future. The report is written in a research format so that review of literature, rationale, definitions, and procedures are all included.

This report states that a later report will deal with comparative results based on various groupings of the data as well as the results of statistical treatments of the data.

Strengths:

1. Clear, concise information.
2. Good summary of data.

Weaknesses:

Ways to Modify:

Evaluator:

N. S. Rees

Materials Description Form

IN-66

Title: Mainstreaming in Action

Author: N/A

Publisher: Encyclopedia Britannical Educational Corp.

Publication Date: 1979 Price: _____

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☒ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☒ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|---|
| ☐ preschool | ☒ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|--|---|
| ☐ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☒ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: _____

6. Running time of media, if appropriate:

_____ hours _____ minutes

142

ABSTRACT:

This color film shows a group of teachers discussing the pros and cons of mainstreaming handicapped students. Five episodes showing general education teachers working with handicapped students in the classroom are shown. Three of the episodes portray elementary students; one is of a junior high situation and one is of a senior high. During these episodes, the teachers discuss their feelings about working with the handicapped and some of the ways they have individualized instruction for them.

Strengths:

1. Shows "real" teachers actually integrating handicapped students into general education classes.
2. Portrays both elementary and secondary situations.
3. Provides impetus for discussion.

Weaknesses:

1. May "drag" in spots.
2. Some negative views about mainstreaming are expressed by some of the teachers. However, this is probably very realistic.

Ways to Modify:

1. Start the film with the first vignette which would decrease its length plus eliminate some of the negative comments by teachers in the film.
2. Structure discussion questions so that the participants watching the film discuss what could be done to help the teachers who expressed negative views about mainstreaming become more positive about it.

Evaluator:

Dena Goplerud

Materials Description Form

IN-67

Title: Mainstreaming: Origins and ImplicationsAuthor: Edited by Maynard C. ReynoldsPublisher: Council for Exceptional ChildrenPublication Date: 1976

Price: _____

1. Descriptors

☐ Assessment
☐ Attitudes Toward the Handicapped
☐ Career Education/Vocational Education
☒ Consultation/Organizational Development
☐ Counseling
☐ Due Process
☐ Emotional Disabilities
☐ Health Impairments
☐ Hearing Disorders
☒ Individualized Education Program (IEPs)

☐ In-Service Training
☐ Learning Disabilities
☒ Least Restrictive Environment
☐ Legislation
☐ Mental Disabilities
☐ Parenting
☐ Physically Handicapped
☐ Placement/Staffing
☐ Programming
☐ Visual Impairments
☐ Other (please specify): _____

2. The Target Audience for this material is:

☐ counselor
☐ general education teacher
☐ special education teacher

☐ administrator
☐ school specialist(s)
☐ parents
☐ children/students

3. The Grade Level of the material is:

☐ preschool
☐ elementary

☐ secondary
☐ adult

4. The Instructional Format is:

☒ book/pamphlet
☐ computer mediated
☐ game
☐ film
☐ filmstrip/film loop

☐ record/tape
☐ student workbook
☐ slides
☐ video tape

5. Number of pages, if appropriate: 65

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

This publication is a report of the proceedings from the July 1975 Dean's Project Conference sponsored by the Leadership Training Institute/ Special Education, University of Minnesota. The following topics are presented and discussed:

1. The beginning (history) of LRE and motivating causes
2. Evaluation of the state of individualizing
3. The ethics and the relationship between diagnosis and treatment
4. An example of a town's movement to implement mainstreaming

Strengths:

The history of how a particular city implemented mainstreaming is helpful in defining and analyzing the possible steps of such a movement.

Weaknesses:

1. Too much usage of technical special education jargon and abbreviated terms for programs (initials)
2. Heavy intellectualizing and philosophical wanderings overwhelm the practical "how-tos".

Ways to Modify:

Evaluator:

Scarlett Porter

Title: Mainstreaming Pre-Schoolers: Children with Hearing ImpairmentsAuthor: Rita LaPorta, Donald McGee, Audrey Simmons Marten, Eleanor Vorce,
Careen Saan von Hippel, and John DonovanPublisher: HEWPublication Date: 1978 Price: _____

1. Descriptors

- | | |
|---|---|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☒ Hearing Disorders | ☐ Programming |
| ☒ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☒ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|------------------------------------|
| ☒ preschool | ☐ secondary |
| ☐ elementary (K-3) | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 125

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

This book is meant to help parents, teachers, and others understand mainstreaming and hearing impairments. It is one in a series of eight books, with each one speaking to a specific disability. It is part of the Project Head Start.

The chapters are as follows:

1. "What is Mainstreaming?"-defines and discusses the benefits of mainstreaming; the teacher, child and parent role in mainstreaming; and how it is all carried out
2. "What is Hearing Impairment?"-defines the various categories (mild, moderate, severe and profound), diagnosis and referral are also covered.
3. "How Does Hearing Impairment Affect Learning in 3 to 5 year olds?"-describes the development and functioning of hearing-impaired children. Many examples.
4. "Mainstreaming Children who are Hearing Impaired"-includes information on how to decide about mainstreaming, planning, classroom activities, and general teaching guidelines.
5. "Parents and Teachers As Partners"-why parents are important
6. "Where to Find Help in Your Area"-Head Start Program resources are discussed, as well as a section on specialists
7. "Other Sources of Help"-Resource listing-books and associations

Strengths:

- Checklists, home and classroom activities, teaching techniques, and guidelines are all very useful
- Organized well, easy-to-follow
- Provides good basic information for helping hearing impaired children learn about themselves and for others to find out more about them

Weaknesses:

Ways to Modify:

Could be modified to include non-handicapped children and children beyond preschool (K-3) as well.

Evaluator:

Mary Jo Van Verth

Title: Mainstreaming the GiftedAuthor: Ferris O. Henson, II, Ph.D.Publisher: Learning ConceptsPublication Date: 1976

Price: _____

1. Descriptors

☐ Assessment
☐ Attitudes Toward the Handicapped
☐ Career Education/Vocational Education
☐ Consultation/Organizational Development
☐ Counseling
☐ Due Process
☐ Emotional Disabilities
☐ Health Impairments
☐ Hearing Disorders
☐ Individualized Education Program (IEPs)

☐ In-Service Training
☐ Learning Disabilities
☒ Least Restrictive Environment
☐ Legislation
☐ Mental Disabilities
☐ Parenting
☐ Physically Handicapped
☐ Placement/Staffing
☐ Programming
☐ Visual Impairments
☒ Other (please specify):
Gifted

2. The Target Audience for this material is:

D counselor
X general education teacher
☐ special education teacher

☐ administrator
☐ school specialist(s)
☐ parents
☐ children/students

3. The Grade Level of the material is:

☐ preschool
☐ elementary

☐ secondary
☒ adult

4. The Instructional Format is:

☒ book/pamphlet
☐ computer mediated
☐ game
☐ film
☐ filmstrip/film loop

☐ record/tape
☐ student workbook
☐ slides
☐ video tape

5. Number of pages, if appropriate: 111

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

This book offers the following information for those dealing with gifted and talented students in the regular classroom (LRE):

1. General identification of the gifted and talented;
2. The history of society's dealings with the gifted and why we should be interested in them;
3. Possible ways of adapting lesson plans to accomodate the needs and interests of the gifted and talented.

The author presents the material in comic book style (using large pictures, large print, and a light, humorous tone).

Strengths:

1. Easy to read
2. Well organized
3. The seriousness of the topic is not lost, though the style is light
4. Discusses the importance of going beyond teaching just the facts - giving the student a chance to rearrange the facts in novel ways without fear of criticisms

Weaknesses:

1. Guidelines for identification of the gifted and talented are too vague and general
2. Though the book offers a good introduction to the subject it just scratches the subject

Ways to Modify:

Evaluator:

Scarlett Porter

Title: Mainstreaming the Visually HandicappedAuthor: Gloria Calovini (Ed.)Publisher: Office of the Superintendent of Public Instruction. Illinois

Publication Date: _____ Price: _____

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☒ Programming |
| ☐ Individualized Education Program (IEPs) | ☒ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☒ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|---|
| ☐ preschool | ☒ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 40

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

This book was written to assist teachers or school administrators, who have visually impaired students, in understanding the Illinois special education program in relation to visually impaired students. In the beginning pages, a definition of visually impaired is given along with characteristics, identification and referral and existing programs. The main body of the book describes guidelines for the teacher in relation to attitudes, teacher role, building orientation, classroom arrangement and management, educational material and equipment, expectations, social behavior and mannerisms, daily living skills, fine and applied arts, physical education and practical arts. The format used here differentiates between partially seeing and blind, when appropriate. Some discussion is given to the roles of administrators and health and social services. The concluding chapter contains a sample of type size, an ocular report, the bibliography, and a listing of public and private resource agencies.

Strengths:

1. The differentiation between activities for partially seeing and blind is good.
2. Chapter II on identification and referral gives a good list of observable behaviors and conditions of potential sight problems.

Weaknesses:

Ways to Modify:

Evaluator:

N. S. Rees

Title: Minimum Competency Testing Program and Handicapped Students:Perspectives on Policy and PracticeAuthor: Ann RosewaterPublisher: Institute for Educational LeadershipPublication Date: 1979 Price: \$2.50

1. Descriptors

- | | |
|--|--|
| ☒ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☒ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☐ counselor | ☒ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|------------------------------------|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 37

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

The author was attempting to review how competency testing laws were implemented and the effect of such policies and procedures on the education of handicapped children. Ms. Rosewater interviewed state and local officials, both in special education and minimum competency testing programs. Also, included in the research were federal agencies and national organizations concerned with this topic. Basically two questions were proposed to these people concerning their familiarity of the issue and adoption of policy with regards to the handicapped. These interviews as well as the summary report from NASDSE about competency-testing and its affect on the exceptional learner constitutes the main focus of this document. References are included in the final section.

Strengths:

1. Good summary of NASDSE survey report on "Competency Testing, Special Education and Awarding of Diplomas".

Weaknesses:

1. Is not as thorough as survey
2. Question the small sample of states actually interviewed for document

Ways to Modify:

Evaluator:

Sue Reuter

Materials Description Form

IN-72

Title: Proposed Definition for Behaviorally/Emotionally Handicapped and
Proposed Guidelines for the use of TimeoutAuthor: Task force for Special Education Section Division of Program AdministrationPublisher: Southwest Regional Resource CenterPublication Date: 1979

Price: _____

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☒ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☒ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☒ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|--|
| ☒ counselor | ☐ administrator |
| ☒ general education teacher | ☒ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|---|
| ☐ preschool | ☒ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 14

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

This pamphlet gives a proposed definition for behaviorally/emotionally handicapped and guidelines for the use of timeout procedures for inclusion in the Rules and Regulations for Special Education by the Utah State Board of Education. The definition given is brief but covers all types of emotional difficulties. Along with the definition are given characteristics and descriptors, service options and the least restrictive environment, classification guidelines and assessment for classification. The required areas for assessment are: 1. Educational Behavior, 2. Adaptive/Social Behavior, 3. Personality/Intrapersonal, and 4. Disclaimers. Examples of types of information that can be included are given in each area. A listing of accepted tests is given.

The guidelines for the use of timeout are outlined in 7 areas---Philosophy, Definition, Purpose, Ethical and Legal, Levels, Parameters and Considerations.

Strengths:

1. Brief, clear, understandable definition.
2. Examples were given of problem areas and degrees of emotional behavior.
3. Good breakdown on areas of assessment and listing of tests.
4. Readable and organized format.

Weaknesses:

The guidelines on the use of timeout could be more complete. For example, the statement is made that timeout may be misused but no explanation is given as to how that may happen or what constitutes misuse.

Ways to Modify:

Evaluator:

N.S. Rees

Title: Structuring the Classroom for SuccessAuthor: Cara B. Volkmore, Anne L. Langstaff and Marilyn HigginsPublisher: Charles E. Merrill Publishing Co.Publication Date: 1974 Price: _____

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☒ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|--|--|
| ☒ book/pamphlet | ☒ record <u>tape</u> |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☒ <u>filmstrip</u> film loop | |

5. Number of pages, if appropriate: 178

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

This is a media package which was formed to teach people how to teach. The following are characteristic of the package:

1. This media package attempts to provide teachers with a wide variety of learning experiences for their students.
2. It uses as a background to all these activities the following three elements: (a) structure, (b) behavior management, (c) individualized instruction.
3. Extensive field training has taken place to develop this as a training program for teachers of the handicapped.
4. Designed for the open classroom.

The following chapters are covered:

- | | |
|-------------------------------|--|
| 1. Overview of open education | 4. Creating management principles |
| 2. Room environment | 5. Behavior management in the classroom |
| 3. Creating activity centers | 6. Individualized instruction |
| | 7. The open classroom - some ideas on how to start |

Strengths:

1. Explicit instruction for teachers' behavior in the classroom and how to affect the students' behaviors.
2. Tried activities that need not be limited completely to the open classroom atmosphere.
3. An Instructor's Manual to guide the presenter of the program.

Weaknesses:

It could be helpful to have a student workbook to accompany the presented material.

Ways to Modify:

At the time this was written, the open classroom was extremely popular. This package should not be overlooked due to its development for such a structure. It can be most helpful as a guide to teachers in more traditional settings. Filmstrips and tapes of the latter would be an asset to the package.

Evaluator:

Scarlett L. Porter

Materials Description Form

IN-74

Title: Survival Kit for Teachers (And Parents)Author: Mrytle T. Collins and Dwayne R. CollinsPublisher: Goodyear Publishing Co., Inc.Publication Date: 1975 Price: _____

1. Descriptors

- | | |
|--|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☒ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☒ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☒ counselor | ☒ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☒ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|---|
| ☐ preschool | ☒ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 223

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

This book was written as a ready reference for coping with student behaviors by inservice and preservice teachers, counselors, administrators, and parents. The book contains 134 behaviors, each with options or treatments, which are listed alphabetically in the Table of Contents. A preamble and a listing of 34 beliefs set the tone of the authors approach. A capsule is written for each behavior dealing with the psychology of the behavior in the school setting. Options immediately follow each capsule providing specific alternatives for coping with the behavior.

The appendix include concise descriptions of 26 procedures frequently referred to the Capsules and Options. Some examples are Bibliotherapy, Brainstorming, Class Discussions, Family Council, Flight Plans, etc.

Strengths:

1. Quick hands on for reader, easy access
2. Written with a sense of humor

Weaknesses:

Ways to Modify:

Evaluator:

N.S. Rees

Materials Description Form

IN-75

Title: Teacher Please Don't Close the DoorAuthor: Edited by June B. JordanPublisher: Council for Exceptional ChildrenPublication Date: 1976 Price: _____

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☒ counselor | ☒ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 133

6. Running time of media, if appropriate:

_____ hours _____ minutes

167

(over)

ABSTRACT:

This book is a report from the Council for Exceptional Children Invisible College Conference on Mainstreaming. It is composed of articles by eight professional educators covering the following areas of LRE.

1. The problems or handicaps children have must be dealt with on an individual basis.
2. The responsibility of the school for the needs of parents of these children.
3. The relationship between and responsibilities of the parents, the referring teacher, the educational diagnostician, and the special education teacher.
4. The relationship between special and regular education teachers.
5. The handling of LRE implementation.
6. The desirability and importance of LRE.

Strengths:

1. Key ideas are abbreviated in the outside column on each page.
2. The articles are written by eight individuals with expertise in a variety of specific topic areas.
3. Participants in the Invisible College from which this material was conceived included consultant and resource teachers from rural and urban settings, a parent, local and state administrators, higher education faculty, and a specialist in educational change.

Weaknesses:

Ways to Modify:

Evaluator:

Scarlett Porter

Materials Description Form

IN-76

Title: Teaching Exceptional Children In All America's SchoolsAuthor: Maynard C. Reynolds and Jack W. BirchPublisher: Council for Exceptional ChildrenPublication Date: 1977 Price: _____

1. Descriptors

- | | |
|---|---|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☒ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☒ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 782

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

Teaching Exceptional Children in All America's Schools is a complete textbook on special education. The book is addressed primarily to teachers and principals and is designed to be used as a text in the preparation of all teachers, administrators, and specialists.

It promotes the regular-special educator team, encourages improved education for all children, and focuses on special education in the mainstream. The content is both practical and theoretical.

Beginning with the changes in special education (including historical perspectives, legislation, etc.) it takes the reader through assessment, IEPs, parenting, specific disabilities (MR, LD, gifted, physical and health impairments, speech problems, hearing and visual impairments), to emerging programs, trends, and issues of the future.

Strengths:

1. A complete textbook on special education for students and teachers.
2. "Teacher Training Materials"-an appendix containing a list and description of materials and resources available for training-is included.
3. Very informative
4. Each chapter has a section with suggestions for students and instructor to do
Weaknesses:

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Materials Description Form

IN-77

Title: Teaching Makes A Difference-A Guide for Developing Successful Classes
for Autistic Children-Teacher's ManualAuthor: Anne Donnellan-Walsh, Lon Gossage, Gary LaVigna, Adrians Schuler, Jan TraphagenPublisher: Associates Publishing ServicesPublication Date: 1976 Price: _____

1. Descriptors

- | | |
|--|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☒ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☒ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|--|
| ☐ counselor | ☐ administrator |
| ☐ general education teacher | ☒ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|---|
| ☐ preschool | ☒ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 212

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

This manual was developed as part of the Santa Barbara County Schools Autism Project presenting techniques for teaching autistic children. In addition to the introductory pages, the overview of autism, and the appendix, the manual is divided into 5 sections. Section 1, containing 4 chapters, discusses the components of a discrete trial, behavioral procedures, programming and discrimination, stimulus control and generalization. Section 2, containing 2 chapters, presents basic classroom behaviors and grouping and teaching independent work skills. Section 3 has 3 chapters discussing curriculum, scheduling and integration. The 3 chapters in section 4 cover speech and language characteristics of autistic children, teaching communicative skills and implementing teaching procedures. Section 5 contains a chapter on parent training and the conclusion of the chapter. Each chapter follows a consistent format that consist of 3 parts. Part one: objectives that should be met on conclusion of the chapter. Part two: the main body of information for the chapter. Part three: the summary which briefly capsulized what has been covered.

Appendices for the manual include: autism terminology, behavioral terminology, instructional materials, classroom floor plans, language terminology, and a National Society for Autistic Children Booklist.

Strengths:

1. Strong format.
2. Good appendices.
3. Good hands-on material and techniques for teachers.

Weaknesses:

Ways to Modify:

1. Could be adapted to other levels.

Evaluator:

N.S. Rees

Materials Description Form

IN-78

Title: Teaching the Hearing and Visually ImpairedAuthor: Mary H. McCallPublisher: Southeast Regional Resource CenterPublication Date: 1979

Price: _____

1. Descriptors

- | | |
|--|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☒ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☒ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ <u>D</u> counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 76

6. Running time of media, if appropriate:

 hours minutes

173

(over)

ABSTRACT:

Purpose: To provide assistance to the regular classroom teacher who has the responsibility of teaching the hearing impaired student and the visually impaired student.

Content: 1. Presents goals and gives tangible ways to go about accomplishing them.
2. Activities can be used with both regular and handicapped children.
3. Hints on seating arrangements, media and equipment are included.
4. Is broken into two sections: Hearing Impaired and Visually Impaired

Strengths:

1. Gives specific information concerning the various levels of the handicap
2. Well organized
3. Goals are specific and easily measurable
4. Educational needs defined to fit the particular handicap
5. An individualized outlook - this book can help to make the teacher feel more qualified to work with variations of these two handicaps

Weaknesses:

Ways to Modify:

Evaluator:

Scarlett Porter

Title: Teaching the Learning Disabled AdolescentAuthor: Mann, Goodman, WiederholtPublisher: Houghton Mifflin CompanyPublication Date: 1978 Price: _____

1. Descriptors

- | | |
|--|---|
| ☒ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☒ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 317

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

This book was written by a number of authors to introduce readers to the various areas, research and questions concerning the field of secondary learning disabilities. The focus of the book is adolescents with learning disabilities and discussed within the book are: social and perceptual factors; curriculum development resources; instructional strategies; questions concerning remediation of ability deficits; language and speech difficulties; reading problems; an instructional design in mathematics; current programming survey; occupational education; and teacher competencies. These different areas are addressed by individuals across the country with backgrounds and expertise in learning disabilities.

The book is written with the college level student of secondary learning disabilities in mind.

Strengths:

Reads as a college text.

Gives an overview of the area but specific in-depth level for teachers already in the field.

Weaknesses:

Ways to Modify:

Evaluator:

N. S. Rees

Materials Description Form

IN-80

Title: The Handicapped Student in the Regular ClassroomAuthor: Bill R. Gearheart and Mel W. WeishanPublisher: C. V. Mosby Co.Publication Date: 1980 Price: \$15.95

1. Descriptors

- | | |
|---|---|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☒ Programming |
| ☒ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 303

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

This textbook was written to provide basic information about the various types of handicapping conditions. It is for the regular classroom teacher who is in need of additional assistance in the education of mildly handicapped students. It is an introductory textbook and provides some basic teaching ideas.

The book discusses such subjects as PL 94-142, IEPs, LREs, and strategies for educating the hearing impaired, visually impaired, health impaired, mentally retarded, learning disabled, and also those with speech problems and troubled students. Also discussed is the importance of the teacher and the interaction between teacher and student. Materials and techniques are suggested for developing positive feelings towards handicapped students.

Strengths:

- Each chapter has a summary
- Complete textbook, very informative for the "beginner", provides basic information

Weaknesses:

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Materials Description Form

IN-81

Title: The Physically Handicapped Child: Facilitating Regular Classroom AdjustmentAuthor: Rick L. Hanna and Donald L. GraffPublisher: Learning ConceptsPublication Date: 1977

Price: _____

1. Descriptors

- | | |
|---|---|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☒ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☐ Parenting |
| ☐ Emotional Disabilities | ☒ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 121

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

This book covers the following concerning the orientation of the physically handicapped child in the regular classroom:

1. Description and definitions of possible disabilities effecting handicapped children involved in LRE.
2. Architectural accessibility necessary to accomodate the handicapped.
3. Medical considerations:
 - a. "awareness of disability"
 - b. what the educator might expect from various disabilities
4. Personal consideration: information helpful to an understanding of mental and emotional reactions to disabilities
5. Educational considerations:
 - a. communications devices helpful to the handicapped
 - b. reading aids
6. Resources including a suggested accessibility compliance checklist.

The material is presented with large pictures (humorous) and in large print.

Strengths:

1. Excellent beginning for a teacher faced with the prospect of educating a new type of pupil
2. Easy to read
3. Well organized
4. Gives an excellent overview of the topic and leads the reader to other resources to gain further information

Weaknesses:

Ways to Modify:

Evaluator:

Scarlett Porter

PARENTS

Title: About HandicapsAuthor: Sara Bonnett SteinPublisher: Walker and CompanyPublication Date: 1974 Price: _____

1. Descriptors

- | | |
|--|--|
| ☐ Assessment | ☐ In-Service Training |
| ☒ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☒ Parenting |
| ☐ Emotional Disabilities | ☒ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☐ counselor | ☐ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☒ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|--|------------------------------------|
| ☒ preschool | ☐ secondary |
| ☒ elementary | ☐ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 47

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

About Handicaps is a story written to stimulate discussion between parent and child.

Topic: Feelings and reactions that children might have to fellow citizens who are handicapped.

Plot: A boy about five years old reacts negatively to his handicapped friend. He is afraid that his body might at some point become handicapped. The boy's father helps him to resolve and understand his fears by introducing him to a handicapped man who relates how he became handicapped and how he felt about it.

Treatment: The story is written in large print with an adult text which follows the story. This adult text explains extraordinary ways that ordinary children between the ages of three and eight years old attempt to make sense of difficult events in their lives.

Strengths:

- (1) Adult Text - Excellent help for adult reader to anticipate and handle questions and responses that children have to the story.
- (2) Large pictures of real people.
- (3) Realistic storyline. Children love this book.

Weaknesses:

Ways to Modify:

Evaluator:

Scarlett Porter

Materials Description Form

P-83

Title: A Family's Guide to: Cerebral Palsy, Cleft Lip and Palate, Down's Syndrome, Epilepsy (four books)Author: Tonia S. TwiggerPublisher: Lane County Direction ServicePublication Date: - Price: -

1. Descriptors

- | | |
|--|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☒ Parenting |
| ☐ Emotional Disabilities | ☒ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☒ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☒ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☒ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet (four separate books) | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: average 25 pages each

6. Running time of media, if appropriate:

- hours - minutes

ABSTRACT:

These four booklets all follow the same basic format, each one dealing separately with a specific handicapping condition (cerebral palsy, Down's syndrome, cleft lip and palate and epilepsy). Each one begins with a case study where a family was confronted with the handicap. The books are each divided into the following sections: 1) an introduction, 2) details and information about the disability, 3) raising a child with the handicap, 4) resources and services available, 5) a glossary of professionals (this section is the same in all books) who can help, and 6) the rights of the handicapped individual.

These books were written to provide parents with a readable, useful guide to help them in raising their handicapped child. It answers such questions as: What causes epilepsy? cerebral palsy?, etc.; Are there associated problems with Down's syndrome, etc.? What kind of special care is needed? Who can help? What about education? Is there a cure? and many more.

Strengths:

- Each handicap is described with the use of a graphic, good use of visuals.
- Good basic information for the "beginner"
- A summarized chart listing resources/services, books, pamphlets, and descriptions of professionals who can help at the end of each booklet.

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Title: Between Parent and SchoolAuthor: Murray Kappelman and Paul AckermanPublisher: Dial Press/James WadePublication Date: 1977 Price: \$8.95

1. Descriptors

- | | |
|--|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☒ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☒ counselor | ☐ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☒ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 296

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

This book is a handbook for parents to provide them with the information they need to be an active part of their child's education. It acquaints parents with the school itself, the principles, teachers, psychologists, etc. It is designed so parents will feel comfortable and knowledgeable about the system. It stresses how parents must understand his/her child, his/her problems, and possible solutions. Parents can be a part of the team and help professionals provided the best possible education for their child.

The book is divided into 3 parts:

1. "The Insiders"--describes the roles and responsibilities of the school administrator, teacher, special education teacher, psychologist, physician, nurse, social worker, and the communication specialist.
2. "The Children"--tells about children, for example, with learning disabilities, physical handicaps, the mentally retarded child, the gifted child, and the hyperactive child.
3. "Parent Power"--deals with how a parent can effectively become a member of the parent-child-teacher team.

Strengths:

It provides many examples to support its claims; situations that are believable and probably confront many parents, teachers, and children every day at school.

Weaknesses:

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Title: Building Effective Home-School RelationshipsAuthor: Ira J. Gordon and William F. BreivogelPublisher: Allyn and Bacon, Ind.Publication Date: 1976 Price: not given

1. Descriptors

- | | |
|--|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☒ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☒ counselor | ☒ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☒ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 239

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

The authors' intent in writing this book, Building Effective Home-School Relationships, was for parents, teachers and administrators to use it as a guidebook for establishing, implementing, and evaluating a home visitation program. It offers practical suggestions in the hope that those who use it will find ways to bring home and school together for the best interests of the child and his/her education.

This book introduces the idea of a home-school partnership program and takes the reader through such things as the role of the home visitor, the teacher, the parent, and the administrator in that partnership. It also includes sections on home learning activities for children and a how to design an evaluation for home-school programs. In short, this book covers the selection, recruitment, and training of home visitors and gives examples of home visitation situations for the reader to study and adopt.

Strengths:

- Each chapter contains a summary for quick reviewing.
- Seven appendices of recording forms to help organize and conduct a home-school program is included at the end.

Weaknesses:

Ways to Modify:

Could be modified to focus on handicapped children as well.

Evaluator:

Mary Jo Van Verth

Materials Description Form

P-86

Title: Communicating with Parents of Exceptional Children-Improving Parent-Teacher RelationshipsAuthor: Roger L. KrothPublisher: Love Publishing Co.Publication Date: 1975

Price: _____

1. Descriptors

☐ Assessment
☐ Attitudes Toward the Handicapped
☐ Career Education/Vocational Education
☐ Consultation/Organizational Development
☐ Counseling
☐ Due Process
☐ Emotional Disabilities
☐ Health Impairments
☐ Hearing Disorders
☐ Individualized Education Program (IEPs)

☐ In-Service Training
☐ Learning Disabilities
☐ Least Restrictive Environment
☐ Legislation
☐ Mental Disabilities
☒ Parenting
☐ Physically Handicapped
☐ Placement/Staffing
☒ Programming
☐ Visual Impairments
☐ Other (please specify): _____

2. The Target Audience for this material is:

☒ counselor
☒ general education teacher
☒ special education teacher

☐ administrator
☐ school specialist(s)
☐ parents
☐ children/students

3. The Grade Level of the material is:

☐ preschool
☐ elementary

☐ secondary
☒ adult

4. The Instructional Format is:

☒ book/pamphlet
☐ computer mediated
☐ game
☐ film
☐ filmstrip/film loop

☐ record/tape
☐ student workbook
☐ slides
☐ video tape

5. Number of pages, if appropriate: 187

6. Running time of media, if appropriate:

_____ hours _____ minutes

130

ABSTRACT:

This book stresses the parent-teacher relationship by emphasizing how important it is for parents and teachers to work together for an improved home-school partnership.

It is aimed at teachers who want to improve their skills in communicating with parents. It is a book of techniques - it is an attempt to share with teachers techniques that other educators have found to be effective.

The book is organized into three sections: 1) "Understanding the Child and His Family"; 2) "Providing Parents with Information"; and 3) "Problem Solving with Parents".

Strengths:

1. Each chapter contains a summary and a list of activities for teachers to do that will further assist them when working with parents.
2. Well-organized, easy-to-follow format

Weaknesses:

Ways to Modify:

Evaluator:

191

Mary Jo Van Verth

Title: Directions 1 - A Guidebook for Families
Directions 2 - A Workbook for Families

Author: Western Los Angeles Direction Service

Publisher: University of Southern California

Publication Date: 1978

Price: --

1. Descriptors

☐ Assessment
☐ Attitudes Toward the Handicapped
☐ Career Education/Vocational Education
☐ Consultation/Organizational Development
☐ Counseling
☐ Due Process
☐ Emotional Disabilities
☐ Health Impairments
☐ Hearing Disorders
☒ Individualized Education Program (IEPs)

☐ In-Service Training
☐ Learning Disabilities
☐ Least Restrictive Environment
☐ Legislation
☐ Mental Disabilities
☒ Parenting
☐ Physically Handicapped
☐ Placement/Staffing
☒ Programming
☐ Visual Impairments
☐ Other (please specify):

2. The Target Audience for this material is:

☐ counselor
☐ general education teacher
☐ special education teacher

☐ administrator
☐ school specialist(s)
☒ parents
☐ children/students

3. The Grade Level of the material is:

☐ preschool
☐ elementary

☐ secondary
☒ adult

4. The Instructional Format is:

☒ book/pamphlet
☐ computer mediated
☐ game
☐ film
☐ filmstrip/film loop

☐ record/tape
☐ student workbook
☐ slides
☐ video tape

5. Number of pages, if appropriate: (unnumbered)

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

These two books were written to help families who are seeking services for their child with special needs. Directions 1 is a guidebook and contains background material. Directions 2 provides the family with actual forms, programs, and exercises; it is a workbook.

Directions 1 is organized as follows into five sections:

- 1) A Manual on Parent Involvement - offers a description of recent federal legislation regarding handicapped children, suggestions on how families can be involved in the educational planning of their child, and more.
- 2) Helpful Hints - tips that parents may find useful in their search for available service for their child.
- 3) Bibliography - a listing of reading materials available to parents of exceptional children.
- 4) Glossary - definitions of terms used most often in regard to special services.
- 5) Resources - listing of organizations and materials

Directions 2 included in this workbook are forms designed to help families record their child's medical and educational history, background information, developmental history, etc. This provides families with their own set of records that can be used as a reference guide when filling out similar forms upon application of a new service. Also included are planning guides, checklists, contact logs, etc.

Strengths:

Helpful Hints section offers many good ideas to parents in a creative, interesting way.

Weaknesses:

The workbook is best used in a structured parent training program - does not promote self-instruction.

Evaluator:

Mary Jo Van Verth

Title: Establishing the School-Parent Relationship in Special EducationAuthor: Jerry CasterPublisher: Midwest Regional Resource CenterPublication Date: 1979

Price: _____

1. Descriptors

- | | |
|---|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☒ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☒ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☒ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☒ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 72

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

The purpose of this book is to help parents participate in the education of their handicapped child, to get parents involved, and to build a strong school-parent partnership. It is written in sequential order from referral of the child through placement, including the IEP and the annual program review.

The book is divided into the following 9 segments:

1. A View From the Other Side-An Introduction
2. A Partnership With Parents: A Required Relationship
3. Parents and the Team Approach
4. Parents and the Educational Setting
5. Parents and the IEP
6. Involving Parents in the Instructional Process
7. Parents and the Annual Program Review
8. Resolving Conflict with Parents
9. Resources

Strengths:

This book is divided nicely into sections-each section could stand alone.

Easy to follow, written in "layman's" language.

Interprets the laws governing handicapped children in an appendix so they can be more easily understood.

Weaknesses:

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Materials Description Form

P-89

Title: For Parents Only...Practical Advice to Parents on Special EducationAuthor: Midwest Regional Resource Center

Publisher: _____

Publication Date: 1979

Price: _____

1. Descriptors

☐ Assessment
☐ Attitudes Toward the Handicapped
☐ Career Education/Vocational Education
☐ Consultation/Organizational Development
☐ Counseling
☐ Due Process
☐ Emotional Disabilities
☐ Health Impairments
☐ Hearing Disorders
☒ Individualized Education Program (IEPs)

☐ In-Service Training
☐ Learning Disabilities
☐ Least Restrictive Environment
☐ Legislation
☐ Mental Disabilities
☒ Parenting
☐ Physically Handicapped
☐ Placement/Staffing
☐ Programming
☐ Visual Impairments
☐ Other (please specify): _____

2. The Target Audience for this material is:

☐ counselor
☐ general education teacher
☐ special education teacher

☐ administrator
☐ school specialist(s)
☒ parents
☐ children/students

3. The Grade Level of the material is:

☐ preschool
☐ elementary

☐ secondary
☒ adult

4. The Instructional Format is:

☒ book/pamphlet
☐ computer mediated
☐ game
☐ film
☐ filmstrip/film loop

☐ record/tape
☐ student workbook
☐ slides
☐ video tape

5. Number of pages, if appropriate: 40

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

For Parents Only is a handbook for parents of handicapped children. It provides parents with information about special education and practical suggestions on how to work with school personnel in a cooperative effort to plan their child's education. It stresses the working together of parents, teachers, and other school specialists to provide for the best education possible for handicapped children.

The book defines basic handicapping condition, discusses all the steps involved in the child's IEP-what an IEP is, what to do before, during and after the IEP meeting, and lists resources parents can use to help their child.

Strengths:

Well-written, easy to follow, informative, concise

Provides the reader with good basic information

An appendix listing parent groups and other sources of information is included at the end.

Weaknesses:

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Title: Inexpensive Book for Parents of Handicapped Children: A BibliographyAuthor: Southeast Regional Resource Center - Betty Beale

Publisher: _____

Publication Date: 1978

Price: _____

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☒ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☒ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☐ counselor | ☐ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☒ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 60

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

This pamphlet is a compilation of inexpensive books available to parents and others interested in furthering their knowledge of handicapped children. Each listing contains the title, author, publisher, and a short description of the material. The price is included in some cases.

It is categorized into the following 8 sections: Deaf/Hearing Impaired, Emotionally Disturbed, Learning Disabilities, Mentally Retarded, Physically Handicapped, Speech Impaired, Visually Impaired/Blind and General.

Strengths:

- It is color coded according to disability - allowing for easy usage
- Covers a wide range of subjects
- Well organized

Weaknesses:

Not all books list a price

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Title: Keeping in Touch With Parents: The Teacher's Best FriendAuthor: Leatha Mae Bennett and Ferris O. HensonPublisher: Learning Concepts, Austin, TexasPublication Date: 1977 Price: _____

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☒ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☒ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☒ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|--|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 113

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

Keeping In Touch With Parents is part of a series of books entitled the "Mainstreaming Series". It is designed to give the general education teacher basic information and practical suggestions for working with parents of exceptional children.

This book, written in a cartoon format, emphasizes what is involved in interacting with parents. It is divided into three parts:

1. "Communicating with Parents";
2. "Getting Together with Parents: Talking About Their Child"; and
3. "Involving Parents in Teaching Their Children".

Strengths:

1. The cartoon format of the book allows for easy, relaxed reading as opposed to a lengthy detailed text book.
2. Simply written, entertaining
3. Additional material and practice exercises are included at the back of book

Weaknesses:

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Title: Let Our Children Go: An Organizing Manual for Advocates and ParentsAuthor: Douglas BiklenPublisher: Human Policy Press, SyracusePublication Date: 1974Price: \$3.50

1. Descriptors

- | | |
|--|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☒ Due Process | ☒ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☐ counselor | ☐ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☒ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 144

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

The main theme of this book is "organizing". It describes how parents and others can organize themselves into groups in order to help children with disabilities; to fight for their rights and needs.

Let Our Children Go promotes change and seeks action. It is written in a step-by-step fashion to give the reader a plan to follow, a "how to organize". In short, the steps are: 1.) know yourself before organizing others; 2) make alliances, how to find out who allies are and why they are important; 3) identify the needs of community; 4) know those who resist change and how to respond to them; 5) use power; and 6) how to take action. It discusses specific ways to bring about change - demonstrations, making demands, letter writing, through communication, etc.

Strengths:

It has a list of resources-films, books, articles, pamphlets-available to advocates and parents at the end of the book.

Weaknesses:

1. The book was published before P. L. 94-142 was passed by Congress. Thus, it is somewhat outdated.
2. Also, it does not promote a "team approach" to helping solve handicapped children's problems. It sees bureaucracy as the enemy, rather than a helpful tool if used wisely.

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Price: not given

- ☒ In-Service Training
- ☐ Learning Disabilities
- ☒ Least Restrictive Environment
- ☐ Legislation
- ☐ Mental Disabilities
- ☒ Parenting
- ☐ Physically Handicapped
- ☐ Placement/Staffing
- ☐ Programming
- ☐ Visual Impairments
- ☐ Other (please specify):

- _____ administrator
- _____ school specialist(s)
- _____ parents
- _____ children/students

secondary
adult

- record/tape
- student workbook
- slides
- video tape

Part 1 - 7 min.
" 2 - 10 min.
" 3 - 10 min.

hours 27 minutes

ABSTRACT:

The Mainstreaming Training Series consists of complete, workshop kits that can be used for workshops and other inservice training programs. This kit contains a Leader's Guide, a Participants' Manual, a filmstrip, an audio cassette and a copy of the book, Keeping in Touch With Parents, from which the workshop was designed. (This book has been abstracted separately.)

The Keeping in Touch With Parents kit was developed to create an awareness of the need for parental involvement in the educational process of handicapped children. It stresses effective communication for maximizing parental input.

Following is a brief summary of the parts of the kit:

- 1) Leader's Guide presents the complete training designs for two alternative workshops (one hour or three hours) and contains step-by-step instructions for conducting each workshop.
- 2) Participants' Manual consists of worksheets, forms and charts which will be used in the various activities, such as discussion groups, brainstorming, problem-solving, role-play and case studies.
- 3) Filmstrip/Cassette generally follows the book and is in cartoon format.
- 4) Keeping in Touch With Parents. This book has been included to give the background information needed for conducting the workshop. (See abstract) This kit provides all the necessary material to conduct an effective workshop for those interested in implementing programs involving handicapped children and their parents.

Strengths:

1. The authors state this training package can be used for self-instruction or with groups of any size.
2. The filmstrip presentation is in three parts so it can be turned off in order to conduct group activities.

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Title: Parent Conferences in the SchoolsAuthor: Stuart M. Losen and Bert DiamantPublisher: Allyn and Bacon, Inc.Publication Date: 1978 Price: _____

1. Descriptors

- | | |
|--|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☒ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☒ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 287

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

Specific guidelines for working effectively with parents of children in the public schools are presented in this book. Parent Conference in the Schools emphasizes the need to establish a partnership with parents in order to provide early identification of children with special needs and to develop programs/services to meet those needs. This book relays the methods and procedures the authors found to be effective in parent conference. The parent conferences are discussed through actual case-studies and a set of exercises are available for group, in-service, or classroom training.

The book begins with the initial contact between parents and teachers and goes on to cover such areas as the evaluation process referral/placement, data collection, the use of test scores, follow-up parent conferences and parents' rights. It basically provides a step-by-step guide to parent conference procedures.

Strengths:

- There are many case studies, including typical parent responses, to aid educators when they are faced with various situations involving parents and their children.

Weaknesses:

- Does not focus on handicapped students.

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Title: Parent CounselingAuthor: Project STRETCH (a teacher education program)Publisher: Metropolitan Cooperative Education Service AgencyPublication Date: 1977 Price: _____

1. Descriptors

- | | |
|--|---|
| ☐ Assessment | ☒ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☒ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☒ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 53

6. Running time of media, if appropriate:

_____ hours _____ minutes

ABSTRACT:

The authors clearly state "the purpose of this module is to assist teachers in acquiring and implementing effective techniques in counseling parents of handicapped children." This activity-based manual is divided into various sections, each dealing with a different aspect of counseling parents. Each section has a narrative to introduce its objective and is then followed by an individual and/or group activity. The individual activity allows the participant to assess what he/she is doing now in regards to parent counseling and what could be done in the future. The group activity includes role playing, discussion, planning, simulations, etc. At the beginning of each section the objective is stated and a list of steps for that section is listed.

Some of the areas covered are: getting participants to become more sensitive to the feelings of parents of handicapped children, recent trends in parent involvement programs, ways parents can become involved, counseling roles and principles, parent meetings, group counseling, effective communication, and information gathering.

Strengths:

Weaknesses:

- Many good activities are included - individual and group
- A thirty minute video cassette is available to accompany the program
- A good inservice training package
- A listing of resources is included at the end

Ways to Modify:

Could address counselors as well as teachers

Evaluator:

Mary Jo Van Verth

Materials Description Form

P-96

Title: Parents and Educators: Partners in Individualized Education ProgramPlanning for Handicapped StudentsAuthor: Joyce D. Shaffer and Jane E. BellPublisher: Midwest Regional Resource CenterPublication Date: 1978

Price: _____

1. Descriptors

- | | |
|---|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☒ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☒ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|---|--|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☒ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 78

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

This is a one and one-half day, activity-based workshop to assist personnel within the educational system to build a positive partnership between parents and educators. It is aimed at those individuals who have a major responsibility in the education of handicapped students and to those who are in a position to train others to move through the process of partnership building.

The workshop has four modules, each containing instructions to the facilitator, a listing of materials, and a time frame for the activities. They are:

1. Thorough Knowledge of the Student--contains a mock staffing. The participants identify the problems that occurred during the staffing and develop solutions.
2. Effective Communication Skills--discusses problems between parents and educator, e.g. use of "jargon" and lack of understanding. It also deals with developing positive interpersonal skills.
3. Appropriate Timing and Setting--when, where, and how an IEP meeting should be conducted.
4. Awareness Into Action--participants develop a plan to solve a problem they have identified that is of concern to parents and educators.

Strengths:

The workshop gets the participants involved through the use of activities, simulations, small and large group discussions, checklists, etc. so they can be thoroughly prepared to meet the parent/educator challenge.

Weaknesses:

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Materials Description Form

P-97

Title: Preparing for the IEP Meeting: A Workshop For ParentsAuthor: Jean NazzaroPublisher: Council for Exceptional ChildrenPublication Date: 1979 Price: \$35.00

1. Descriptors

- | | |
|---|---|
| ☐ Assessment | ☒ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environm |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☒ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☒ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☒ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is: (multi-media kit)

- | | |
|---|---|
| ☒ book/pamphlet | ☒ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☒ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 64

6. Running time of media, if appropriate:

 hours 20 minutes

ABSTRACT:

Preparing for the IEP Meeting: A Workshop For Parents was developed to foster communication among parents, students, teachers, and other school personnel in planning for the individual educational needs of handicapped children. It is a multi-media inservice training package complete with leader's guide, film, audio cassette, and participant materials.

The workshop provides opportunities for parents and school staff to actively participate in problem-solving situations related to educational programs. The workshop was designed to be used by trainers who may offer the program through schools, parent organizations, or advocacy centers. It is hoped that the workshop experience will help prepare people to create appropriate individual education programs for the handicapped. It provides specific information about how IEPs are developed and prepares the participants for an actual IEP meeting.

Strengths:

- Easy to follow directions, including a step-by-step description of workshop activities and reproducible materials for participants are contained in the guide.
- A filmstrip and narrative introduces basic IEP information.
- Sample IEP forms are included.

Weaknesses:

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Materials Description Form

P-98

Title: Book 1 - The Parent/Professional Partnership: The Right to Education
Book 2 - The Parent/Professional Partnership: Classroom Programming
Book 3 - The Parent/Professional Partnership: The Partnership
Author: National Association for Retarded Citizens

Publisher: NARC Research and Demonstration Institute

Publication Date: 1977

Price: not given

1. Descriptors

- | | |
|---|---|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☒ Mental Disabilities |
| ☐ Due Process | ☒ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☒ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|---|
| ☐ counselor | ☐ administrator |
| ☒ general education teacher | ☐ school specialist(s) |
| ☒ special education teacher | ☒ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet - (3 books in series) | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: Book #1 - 21 pages

" #2 - 52 pages

" #3 - 13 pages

6. Running time of media, if appropriate:

- hours - minutes

ABSTRACT:

The Parent/Professional Partnership, a series of three books, was written for parents, professionals, and friends who are involved in educating severely and profoundly retarded children. The books are aimed at getting these groups (parents, professionals, friends) to form more cooperative working relationships by providing them with the information they need to do so.

The first book, "The Right to Education, Where Are We and How Did We Get Here?", provides a brief history of the right to education movement and general information about public school administration, financing, state education agencies, teacher unions, etc.

The second book, "Classroom Programming: What Should Be Taught?", offers detailed information on educational programming in the public schools. Examples of the kind of information - What is Child Find? How are evaluations and placement decisions made? What is an IEP? What are some effective teaching methods? How can parents be involved?

The third book, "The Partnership: How To Make It Work," presents some obstacles to productive parent/professional partnerships and offers suggestions for establishing cooperative working relationships.

Strengths:

- Good use of photographs
- Checklists are provided to help evaluate classroom programming.
- Effective examples are given of handicapped children to illustrate the topic being discussed.

Weaknesses:

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Materials Description Form

P-99

Title: The Rights of Parents in the Education of Their Children
Author: David Schimmel and Louis Fischer
Publisher: National Committee for Citizens in Education
Publication Date: 1977 Price: \$3.95

1. Descriptors

- | | |
|--|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☒ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☒ Due Process | ☒ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☐ counselor | ☐ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☒ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 162

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

This book is about the legal rights parents have in the education of their children, from kindergarten through high school. It deals with rights parents have as parents and those they have in behalf of their children. Its major objectives is to inform parents of their rights, about the way the legal system works, and how it can work for them in the schools.

Written in a question and answer format, this book deals with due process, freedom of expression, religious freedoms, equal educational opportunity, P.L. 94-142, legal literacy, and much more.

In short, it examines a wide range of constitutional, statutory and common law rights that parents can assert on behalf of their child and their child's education.

Strengths:

1. Each chapter has a summary outlining the law discussed for quick reviewing
2. It is written so each chapter should stand alone and be read separately
3. A complete, informative handbook of supreme court decisions of interest to parents and students

Weaknesses:

For those interested in working with the rights of handicapped children, this book has only one small chapter on special education.

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Title: Working with Parents of Handicapped Children
Author: William L. Heward, Jill C. Dardig and Allison Rossett
Publisher: Charles E. Merrill Publishing Co.
Publication Date: 1979 Price: 14.36

1. Descriptors

- | | |
|--|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☒ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☒ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): |

2. The Target Audience for this material is:

- | | |
|---|--|
| ☒ counselor | ☐ administrator |
| ☒ general education teacher | ☒ school specialist(s) |
| ☒ special education teacher | ☐ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 299

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

This book was written to provide practical information to professionals who work with parents of handicapped children, how to use this information most appropriately, and how parents and professionals can form a partnership to help the handicapped child. Its focus is on using behavioral strategies to improve parent-professional communication, to increase desirable behavior, to change inappropriate behavior and to teach new behavior. The book will also help professionals meet federal and state special education legislative mandates.

The book is organized into seven parts:

1. "Introduction"
2. "Principles of Behavior Change"-describes principles of behavior and examples of home-based programs for increasing existing behavior, teaching new behavior, etc.
3. "A Behavior Change Process for Parents"-how to implement the behavior strategies
4. "Behavior Management Strategies for the Home"-tells of two behavior management systems that have been successful with many families
5. "Opportunities for Parenting"-describes opportunities parents have to practice procedures outlined in earlier sections of the book
6. "Parent Education"-how to maintain a productive parent-teacher relationship
7. "Resource Directory"-literature, instructional materials, organizations

Strengths:

1. Every chapter has a "study objectives and activities" section at the end
2. Informative, many actual case studies (only names are changed) examples, charts, suggestions that can be used effectively.
3. Visuals are provided that could be reproduced for classroom use
4. Provides parent training ideas

Ways to Modify:

Evaluator:

Mary Jo Van Verth

Materials Description Form

P-101

Title: You and the Professional: A TeamAuthor: National Learning Resource Center of PennsylvaniaPublisher: Montgomery County Intermediate UnitPublication Date: 1977 Price: _____

1. Descriptors

- | | |
|--|--|
| ☐ Assessment | ☐ In-Service Training |
| ☐ Attitudes Toward the Handicapped | ☐ Learning Disabilities |
| ☐ Career Education/Vocational Education | ☐ Least Restrictive Environment |
| ☐ Consultation/Organizational Development | ☐ Legislation |
| ☐ Counseling | ☐ Mental Disabilities |
| ☐ Due Process | ☒ Parenting |
| ☐ Emotional Disabilities | ☐ Physically Handicapped |
| ☐ Health Impairments | ☐ Placement/Staffing |
| ☐ Hearing Disorders | ☐ Programming |
| ☐ Individualized Education Program (IEPs) | ☐ Visual Impairments |
| | ☐ Other (please specify): _____ |

2. The Target Audience for this material is:

- | | |
|--|---|
| ☐ counselor | ☐ administrator |
| ☐ general education teacher | ☐ school specialist(s) |
| ☐ special education teacher | ☒ parents |
| | ☐ children/students |

3. The Grade Level of the material is:

- | | |
|-------------------------------------|---|
| ☐ preschool | ☐ secondary |
| ☐ elementary | ☒ adult |

4. The Instructional Format is:

- | | |
|---|---|
| ☒ book/pamphlet | ☐ record/tape |
| ☐ computer mediated | ☐ student workbook |
| ☐ game | ☐ slides |
| ☐ film | ☐ video tape |
| ☐ filmstrip/film loop | |

5. Number of pages, if appropriate: 16

6. Running time of media, if appropriate:

 hours minutes

ABSTRACT:

Parents of handicapped children often have difficulty understanding the professionals they deal with - for example, the technical jargon they often use. This booklet was written as a guide for these parents to help them work with a variety of professionals and to form productive partnerships with professionals.

This booklet takes the parent through selecting a professional, making an appointment, providing relevant information to the professional, and preparing their child for an examination. Included is a description of various professionals - what they do and what a parent should do before taking their child to the exam.

The professions are categorized into three major areas: medical, psychology, and educational professionals. In the medical section - pediatricians, neurologists, psychiatrists, orthopedic specialists, ophthalmologists and optometrists are profiled. The psychologist is described in the psychology professional and in the education area diagnostician, speech pathologists, audiologists, physical and occupational therapists are presented.

Strengths:

- Provides the "layman" with good basic information, simply stated, that would be very useful in helping parents and others in working with and better understanding professionals.

Weaknesses:

Ways to Modify:

Evaluator:

Mary Jo Van Verth

ABBREVIATIONS & ACRONYMS

Partial Listing
Most Frequently Used
ABBREVIATIONS AND ACRONYMS

ACLD:	Association for Children w/Learning Disabilities	ESU:	Education Service Unit (Nebraska)
ARC:	Association for Retarded Citizens	FAPE:	Free Appropriate Public Education
AASA:	American Association of School Administrators	IEA:	Intermediate Education Agency
AEA:	Area Education Agency (Iowa)	IEP:	Individualized Educational Program
AMS:	Applied Management Sciences, Inc.	IU:	Intermediate Unit
BD:	Behavioral Disordered	IMC:	Instructional Materials Center
BIA:	Bureau of Indian Affairs	INFORMS:	Iowa Network for Obtaining Materials for Schools
CEC:	Council for Exceptional Children	LD:	Learning Disability
CSS:	Counseling Special Students (Iowa)	LDR:	Lead Dept. Representative
DAS:	Division of Assistance to States	LEA:	Local Education Agency
DESE:	Department of Elementary & Secondary Education (Missouri)	LRB:	Learning Resources Branch (OSE, Washington, DC)
DMS:	Division of Media Services (OSE, Washington, DC)	LRE:	Least Restrictive Environment
DPI:	Department of Public Instruction (Iowa)	MD:	Mental Disability
DSC:	Direction Service Center	MR:	Mentally Retarded
ED:	Emotional Disability	MRRC:	Midwest Regional Resource Center (Des Moines, IA)
EHA:	Education for the Handicapped Act (P.L. 94-142)	NASDSE:	National Association of State Directors of Special Education
ENR:	Educable Mentally Retarded	NDE:	Nebraska Department of Education
ERIC:	Educational Resources Information Center (Reston, VA)	NDN:	National Diffusion Network
		NEA:	National Education Association
		NICEM:	National Information Center for Educational Materials
		OCR:	Office of Civil Rights

Abbreviations and Acronyms

2

OH:	Orthopedically Handicapped
OSE:	Office of Special Education (Washington, DC)
OSERS:	Office of Special Education and Rehabilitative Service (Washington, DC)
OT:	Occupational Therapy
PSA:	Personal and Social Adjustment (Kansas)
PTA:	Parent Teacher Association
PT:	Physical Therapy
R & D:	Research and Development
RFP:	Request For Proposal
RRC:	Regional Resource Centers (there are 12 centers)
SEA:	State Education Agency
TA:	Technical Assistance
TASH:	The Association for the Severely Handicapped
UCP:	United Cerebral Palsy
USD:	Unified School District
USDE:	United States Department of Education